Advanced Program Capstone Rubric (current)

	1 - Does Not Meet Expectations (Rarely Evident)	2 -Approaching Expectations (Occasionally Evident)	3 - Meets Expectations (Often Evident)	4 - Exceeds Expectations (Always Evident)
Evidence based contribution to the teaching profession CF: Disp CAEP A.1.1 (Res, Data Anal) CAEP A.1.2 InTASC: 1, 5(i,n,p,q,r), 6(f,l), 7(e,k,m,o), 9(all), 10(f,h,r,s,t)	Candidate does not apply data literacy skills when gathering and interpreting evidence. Evidence does not contribute to the teaching profession or their professional field of specialization.	Candidate applies some data literacy skills when gathering and interpreting evidence. Evidence may have limited contribution to the teaching profession and their professional field of specialization.	Candidate applies data literacy skills when gathering and interpreting evidence that contributes to the teaching profession and their professional field of specialization. Data literacy = ability to understanding and use data effectively to inform decisions; Includes skills such as identify, collect, organize, analyze, summarize and prioritize information (Mandinach & Gummer, 2013)	Candidate exceeds expectations in their application of data literacy skills when gathering and interpreting evidence that contributes to the teaching profession and their professional field of specialization.
Specialized pedagogical knowledge CAEP A.1.2 (Res) CF: C,L,P InTASC: 4(all), 5(i-s) , 7, 8	Candidate does not study nor apply content and pedagogical knowledge relevant to their specialized professional area or it is not relevant.	Candidate studies or applies content and pedagogical knowledge that is not very relevant to their specialized professional area.	Candidate studies or applies content and pedagogical knowledge relevant to their specialized professional area.	Candidate exceeds expectations in their study or application of content and pedagogical knowledge relevant to specialized professional area.
Impact on P-12 student-learning growth and / or school environment CAEP A.1.1 (Data Lit, Data Anal) CAEP A.1.2 CF: R InTASC: 1(d-g) , 2, 3(all) , 5, 6(c,i-p) , 8, 9(a-f)	Candidate does not identify implications to enhance current or future teaching, school environments, nor student learning and development	Candidate identifies minor implications that may not enhance current or future teaching, school environments, and/or student learning and development	Candidate identifies practical implications to that may enhance current or future teaching, school environments, and/or student learning and development.	Candidate exceeds expectations in identifying practical implications that may enhance current or future teaching, school environments, and/or student learning and development

Professional Responsibility CAEP A.1.1 (Collab) CAEP A.1.2 CF:R,Dis InTASC:9(a-d,g,h,l,n,o) , 10(all)	Through their work, candidate does not advance their own intellectual foundation nor that of their learning/professional community. They are not reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They do not present/share research with peers and instructor in collaborative environment.	Through their work, candidate minimally advances their own intellectual foundation and their learning/professional community. They are somewhat reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They present/share research with peers and instructor in collaborative environment.	Through their work, candidate advances their own intellectual foundation and their learning/professional community. They are reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They present/share research with peers and instructor in collaborative environment.	Through their work, candidate exceeds expectations in advancing their own intellectual foundation and their learning/professional community. They exceed expectations in their ability to be reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. Candidate presents/shares research at a department, college or professional research forum.
Technology CAEP A.1.1 (Tech, Data, Lit) CAEP A.1.2 CF:T InTASC: 3(m),5(l),6(i),7(k),8(g),8(o),9(d),9(f)	Candidate does not utilize available and/or domain-appropriate technology. Candidate does not illustrate data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate may not utilize available and/or domain-appropriate technology. Candidate illustrates minimal data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate utilizes available and domain- appropriate technology. Candidate illustrates data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate exceeds expectations in their utilization of available and domain-specific technology Candidate exceeds expectations in their ability to use data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.
Diversity CAEP A.1.1 (Dis) CAEP A.1.2 CF: Div InTASC: 1, 2(all), 5(g), 7(k,l,n), 8(p) , 9	Candidate does not demonstrate an awareness and consideration of impact of individual and/or group differences.	Candidate demonstrates a minimal awareness and consideration of impact of individual and/or group differences.	Candidate demonstrates an awareness and consideration of impact of individual and/or group differences.	Candidate emphasizes topics related to impact of individual and/or group differences.

Professionalism (Disposition 1) CAEP A.1.1 (Tech) CF: Disp InTASC: 1(k),3(h,q,r),4(r), 6(s), 7(o), 9(j,o), 10(d,g)	The candidate does not demonstrate high quality oral or written communication skills and exhibits limited professional pride in appearance and demeanor. The candidate fails to maintain appropriate levels of confidentiality and fails to follow the New York State Code of Ethics.	The candidate's oral and written communication skills are mostly acceptable but need improvement. Candidate struggles with many aspects of professionalism.	Candidate understands laws related to learners' rights and teacher responsibilities. Candidate effectively communicates in most oral and written exchanges and maintains an overall professional demeanor.	Candidate not only acts in accordance with the New York State Standards and Code of Ethics but exhibits a high level of professionalism in every aspect of teaching. The candidate has excellent oral and written communication skills and consistently maintains a professional appearance and demeanor. The candidate seeks to foster respectful communication among all members of the learning community.
Reliable and Dependable (Disposition 2) CAEP A.1.1 (Disp) CF: Disp InTASC: 7(n-q), 8(p-s),9(l),10(p)	The candidate is often disorganized and fails to meet important deadlines. The candidate often needs prompting to complete essential tasks.	Candidate understands the expectations of the profession, is usually punctual, organized, and reliable, but periodically needs prompting and reminders.	The candidate shows initiative in all aspects of teaching by not only completing tasks on time and meeting deadlines, but also initiates work on future projects, follows through on new ideas with research and available resources, and is consistently prepared for challenges and situations.	The candidate shows initiative in all aspects of teaching by not only completing tasks on time and meeting deadlines, but also initiates work on future projects, follows through on new ideas with research and available resources, and is consistently prepared for challenges and situations.
Respectful (Disposition 3) CAEP A.1.1 (Disp) CF: Disp InTASC: 1(i), 3(n-r), 4(r), 6(u-v)	The candidate does not demonstrate a commitment to meeting students' needs. Interactions with students and colleagues on campus and in the community often lack empathy and judiciousness. Candidate does not show care with the intellectual and physical property of others.	Candidate understands the importance of meeting student needs, but sometimes lacks judiciousness and thoughtfulness when interacting with students and colleagues.	Candidate typically exhibits empathy and fairness with students and colleagues and is largely committed to meeting student needs. Candidate shows care and thoughtfulness in using the intellectual and physical property of others.	Candidate not only demonstrates empathy and thoughtfulness when working with colleagues and students but is consistently respectful to the diverse and individual needs of each student. Candidate is skilled in balancing attention and resources in the face of dynamic and changing situations.

Committed to Student Learning (Disposition 4) CAEP A.1.1 (Coll,Disp) CF: Disp InTASC: 2(g-o), 3(i-r), 4(j-r), 5(e-s), 6(j-v), 7(g-q)	Candidate demonstrates limited understanding of the importance of diversity in educational experiences and limited use of culturally relevant curricula. Candidate often makes decisions and plans that are not student-centered and do not foster higher-order thinking skills. Lessons and plans do not display knowledge of current theory, content, pedagogy, technology, and assessment best practices. Candidate does not display an affirmation that all students can learn and that it is the teacher's responsibility to differentiate instruction accordingly.	Lessons and plans show some knowledge of current theory, content, pedagogy, technology, and assessment practices. Candidate may understand the importance of diversity of thought and may believe that all students can learn; however not all decisions and plans are student-centered.	Candidate generally demonstrates an understanding of the importance of culturally relevant curricula and of a belief that all students can learn. Candidate aims to make student-centered decisions and plans, and generally displays a working knowledge of current best practices with regard to content, pedagogy, technology and assessment.	Candidate embodies the conviction that all students can be successful and consistently recognizes and seizes opportunities to investigate innovative ways to differentiate instruction. On a consistent basis, the candidate adjusts teaching styles and methods that encourage higher-order thinking skills in all students regardless of the challenge. The candidate leverages all available resources in this mission and seeks to enhance those resources for future use. In addition, to inform curricular decisions, the candidate regularly researches professional literature, expert advice, as well as cultural and background data. The candidate also regularly uses assessment best practices to inform decisions and plans.
Reflective (Disposition 5) CAEP A.1.1 (Data Lit, Data Anal) CF: R, Disp InTASC 6(all), 7(k,l,m,q), 9(g,h,k,n), 10(t)	Candidate displays limited receptivity to feedback to improve performance and for continuous improvement. Instruction has not been tailored and reformatted based on assessment of student needs.	Candidate demonstrates a limited openness to continuous improvement. Candidate uses some assessment of student needs to tailor instruction.	Candidate shows a general openness to continuous improvement based on assessed student needs.	Candidate is dedicated to, and enthusiastic about, continuous improvement. Performance of students consistently and regularly improves as a result of feedback from assessment practices and other professional resources.

Enthusiastic (Disposition 6) CF: Disp InTASC 5(d,o,q,r,s) 7(o), 8(p,r), 9(g-n), 10(r,s,t)	Candidate lacks an openness to creative problem solving, new ideas, and calculated risk-taking. Candidate demonstrates limited initiative and leadership.	Candidate exhibits some initiative and leadership skills, however, rarely takes calculated risks with teaching innovations. Candidate is not resistant to new ideas and creative problem-solving yet lacks experience and confidence in this area.	Candidate is generally energetic and open to new ideas. Candidate attempts to utilize teaching innovations to improve performance.	Candidate is a leader among students and colleagues through an enthusiastic commitment to innovation and creative problem-solving. Candidate is skilled and adept at identifying student progress resulting from teaching innovations and regularly takes educated risks that benefit students' learning.
Collaborative (Disposition 7) CAEP A.1.1 (Coll) CF: Disp InTASC 7(o,q), 8(s), 9(l,m,n), 10(all)	Candidate does not work well with or display a willingness to learn from peers, faculty, and mentors. When sharing critique and constructive suggestions, the candidate is often not tactful. Candidate does not seek appropriate leadership roles.	Candidate is able to work with peers, faculty and mentors, yet still developing collaborative skills such as tactful communication and open sharing of ideas and suggestions.	Candidate works well with peers, faculty, and mentors, and is generally tactful in sharing critique and constructive suggestions. Candidate occasionally seeks leadership roles.	Candidate is consistently seeking expertise and wisdom from colleagues within the school and community as well as striving to share successful ideas and innovations for others' benefit. This enthusiasm is tactful, appropriate, and well-received by both superiors and colleagues. Candidate regularly takes on leadership roles for the benefit of students as opposed to one's own interests.