CAEP Practicum/Student Teaching Rubric (current)

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	(1) Does Not Meet Expectations	(2) Approaching Expectations	(3) Meets Expectations	(4) Exceeds Expectations	Score/Level
1. Professionalism (Disposition 1)	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.	
▷ Standards					
2. Reliable and Dependable (Disposition 2)	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.	Candidate is generally punctual, organized, and reliable. Candidate respects professional responsibilities with regard to planning, decision-making, and student learning.	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.	
▷ Standards					
3. Respectful (Disposition 3)	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.	
▷ Standards					
4. Committed to Student Learning (Disposition 4)	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 student 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.	
▷ Standards					

5. Reflective (Disposition 5)	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.	
▷ **Standards**					
6. Enthusiastic (Disposition 6)	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.	
▷ **Standards**					
7. Collaborative (Disposition 7)	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.	
▷ **Standards**					
8. InTASC 1&7: Ability to teach a developmentally appropriate lesson (Planning)	The candidate has a limited awareness of individual differences in the classroom. The plan does not address differences in development and does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little or no insight into the developmental levels among students.	The candidate demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among students.	The candidate regularly discusses the varying levels of student development with the teacher. The plan includes accommodations for a wide variety of learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical). Multiple connections are made between the plan for instruction and the existing knowledge about child development.	The candidate designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development and is flexible enough to accommodate learners across varied levels of development. Significant insight is revealed by the connections between the plan for instruction and developmental theory.	
▷ **Standards**					
9. InTASC 1&7: Ability to teach a developmentally appropriate lesson (Enactment)	Learners are observed in activities that are developmentally inappropriate. Candidate uses limited strategies (e.g. questions, materials, and facilitated responses) that do not elicit learners' thinking. The candidate does most of the talking, and learners provide few responses or interactions.	Learners participate in activities that focus solely on one modality for learning. Candidate primarily asks low level questions and evaluates learners' responses as correct or incorrect. Candidate uses some strategies to facilitate and elicit students' thinking.	Learners are actively participating in learning experiences that occur in multiple modalities. The candidate consistently uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking and build their understanding of the lesson in a meaning based context.	Candidate consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning based context.	
▷ **Standards**					

10. InTASC 2: Ability to develop differentiated instruction (Planning)	The candidate has a limited awareness of individual differences in the classroom. The plan does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little insight into the developmental levels among students.	The candidate demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among students.	The candidate regularly discusses the varying levels of student development with the teacher. The plan includes accommodations for learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical). Consistent connections are made between the plan for instruction and the existing knowledge about child development	The candidate regularly assesses individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development. Deep connections are consistently made between the plan for instruction and developmental theory.	
	▷ **Standards**				
11. InTASC 2: Ability to develop differentiated instruction (Materials)	The materials developed include significant content inaccuracies that will lead to learner misunderstandings. Materials reflect a one-size-fits-all approach that demonstrates little ability to adapt the lesson to fit individual learners.	The materials developed are accurate and reflect a growing awareness of student differences and capabilities. The candidate uses some data to make instructional decisions. The materials developed are clear and of interest to student learners.	The candidate uses data to plan lessons that are developmentally appropriate, enhance the delivery of instruction, and are relevant to the learning goals. Students stay on task during the lesson.	The candidate develops highly engaging materials to meet the learning needs of each individual. Students appear highly motivated by the candidate's fluid employment of multiple instructional approaches and multiple assessments.	
	▷ **Standards**				
12. InTASC 2: Ability to develop differentiated instruction (Instruction)	The candidate's instruction demonstrates very few or no adaptations to meet the needs of individual students. There is little evidence of differentiated instruction. Learning goals are not achieved.	The candidate demonstrates some capacity for adapting individual lessons to meet student needs and is beginning to see more approaches to differentiating instruction. Individual learning goals are sometimes achieved.	The candidate effectively differentiates instruction for a small group of students. Varied approaches are used on a consistent basis and individual learning goals are achieved consistently.	The candidate makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development. Learners consistently exceed the learning goals.	
	▷ **Standards**				
13. InTASC 2: Ability to develop differentiated instruction (Student Response)	There is evidence of unhealthy or disrespectful interactions between teacher and learner or between learners. Students don't appear to be motivated. The candidate allows disruptive behavior to interfere with learners' learning.	The candidate demonstrates respect for learners and provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals. Students remain on task and the lesson goals are achieved.	The candidate demonstrates rapport with and respect for learners. The candidate provides a supportive, low-risk social environment that reveals mutual respect among learners. Students are engaged and consistently achieve the learning goals.	The candidate is constantly building and nurturing relationships with students, who appear highly motivated and willing to explore the material beyond the learning goals.	
	▷ **Standards**				
14. INTASC 3 Learning Environment: Planning for Engagement and Transitions	The candidate fails to plan for student movement from task to task. Insufficient material is planned to keep students fully engaged. The plan does not account for unexpected student behaviors or unanticipated student needs. Developmental differences are not addressed.	The candidate plans for transitions, but has limited effectiveness in leading them effectively. Sufficient material is planned to keep students fully engaged. Some attention is given to developmental differences.	The candidate consistently plans for effective and efficient transitions. The plan is flexible enough to account for unanticipated student needs and unexpected student behaviors. Developmental differences are consistently addressed by the plan.	The candidate excels at planning for regularly assessed individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development.	
	▷ **Standards**				
15. INTASC 3 Learning Environment: Teaching for Engagement and Managing Transitions	The directions are somewhat effective and the students make the transitions, although time and focus are lost. The candidate provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals.	The candidate demonstrates limited effectiveness in leading transitions. The directions are clear enough for students to transition from task to task. The candidate provides a learning environment that enables students to reach some of the learning goals.	The candidate is accomplished at leading transitions. Directions are given clearly, and students move efficiently and effectively from activity to activity. The candidate fosters a learning environment that motivates learning. Students are consistently engaged with the learning.	The candidate excels at leading transitions. The candidate has created a supportive, low-risk social environment that fosters mutual respect among learners. Learners demonstrate an exceptional level of engagement with learning.	
	▷ **Standards**				

16. INTASC 3 Learning Environment: Relationships with Students, Proactive Classroom Management	The candidate demonstrates limited knowledge of proactive classroom management strategies and does not anticipate student behaviors. The candidate does not respond effectively to unanticipated and difficult student behaviors	The candidate demonstrates some knowledge of proactive classroom management strategies and does not anticipate student behaviors. The candidate responds somewhat effectively to unanticipated and difficult student behaviors	The candidate creates relationships with students that consistently demonstrate knowledge of proactive classroom management strategies. The candidate effectively anticipates student behaviors. The candidate consistently responds effectively to unanticipated and difficult student behaviors.	The candidate excels at creating relationships with students that enable the effective use of proactive classroom management strategies. The candidate excels at anticipating student behaviors and responding effectively to unanticipated and difficult student behaviors.	
▷ Standards					
17. InTASC 6: Ability to assess higher level student thinking skills (Assessment)	The candidate's emphasis is on using summative assessment to formally evaluate student learning. Assessment is primarily focused on a single, low level assessment.	The candidate uses multiple assessments, including pretests and formative assessments, as a means of providing feedback to students.	The candidate consistently engages learners in multiple ways of demonstrating knowledge and skill. The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	The candidate excels in assessing learners in quality work. The candidate also excels at working independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
▷ Standards					
18. InTASC 6: Ability to assess higher level student thinking skills (Elicit Student Thinking)	The candidate uses a limited number of assessments. Little evidence of higher level thinking is included in the instructional strategies. The candidate demonstrates little awareness of approaches to assess higher level thinking and demonstrates little expertise for assessing higher level thinking. The candidate does not engage the students at each level of Bloom's taxonomy.	The candidate uses multiple assessments, some of which assess higher level thinking. The candidate demonstrates some proficiency at identifying higher level thinking skills based on learner performance data. The candidate demonstrates some level of awareness of approaches to assessing higher level thinking skills.	The candidate uses complex instructional strategies and is able to accurately assess higher level thinking. The candidate is able to use assessment data to create instructional strategies that lead to observable changes in student thinking skills. Lessons are planned to incorporate these forms of assessment. The candidate demonstrates insight into student thinking.	The candidate excels in complex instructional strategies and is able to accurately assess higher level thinking. The candidate is consistently able to create instructional strategies that lead to observable changes in student thinking skills. Lessons are planned to incorporate these forms of assessment. The candidate demonstrates significant insight into student thinking.	
▷ Standards					
19. InTASC 6: Ability to assess higher level student thinking skills (Quality of Inferences)	The candidate demonstrates a limited ability to make inferences about learner performance based on assessment data. There is little use of evidence, and evidence of student learning consists of getting more answers right on the post test than pretest. Inferences occur at a low level	The candidate is able to make some inferences based on more than one assessment. The candidate demonstrates some proficiency at using learner performance data to make inferences about student thinking that lead to improved teaching or better strategies.	The candidate consistently makes accurate inferences about learner performance based on data from multiple assessments. The candidate uses those inferences to implement or design new instructional strategies.	The candidate excels in inferring the development of thinking processes based on learner performance data. The candidate is able to use multiple assessments of student performance to make high level inferences. The candidate uses those inferences to implement or design new instructional strategies.	
▷ Standards					
20. InTASC 6: Ability to assess higher level student thinking skills (Relationship to Learning)	The candidate demonstrates little understanding of the connection between learning goals and assessment. Planning reflects a discrete treatment of learning goals and assessment. The students demonstrate limited achievement of the learning goals.	The candidate creates goals that are well aligned with the curriculum, although they are inconsistently achieved and primarily at lower levels of student thinking.	The candidate consistently creates developmentally appropriate learning goals and uses well aligned assessments to evaluate each of the learning goals. Students consistently achieve the learning goals of the lesson.	The candidate's high level of familiarity with the subject matter and knowledge of students' prior learning enables him/her to set developmentally appropriate goals that are well aligned with state standards. Lessons are crafted that closely follow a plan for attaining these goals. Students consistently achieve the learning goals of the lesson and apply them beyond the context of the lesson.	
▷ Standards					
21. InTASC 8: Ability to plan and lead a large group discussion (Relevance)	The candidate demonstrates little awareness of student interests or prior learning experiences; thus, there is little opportunity in the plan to build on existing student knowledge. There are few opportunities for student decision making. The justification is based on prior observations and does not include either learner performance data or references to the research literature.	The candidate demonstrates some awareness of student interests and prior learning experiences. The lesson or unit plan provides a few opportunities in the plan to build on existing student knowledge. There are some opportunities for student decision-making. The justification for teaching strategies makes superficial connections to research and/or developmental theory.	The candidate regularly discusses the varying levels of student development with the teacher. The candidate demonstrates a high awareness of student interests and prior learning experiences. The candidate is able to consistently create opportunities to build on existing student knowledge and student decision-making. The justification includes either learner performance data or references to the research literature.	The candidate excels at creating opportunities to build on existing student knowledge and student decision-making. The justification includes both learner performance data and references to the research literature. The discussion includes strategies that are intended to scaffold the learners' development.	
▷ Standards					

22. InTASC 8: Ability to plan and lead a large group discussion (Instruction)	During the discussion, the candidate demonstrates a limited ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate provides limited feedback on student ideas and thinking.	During the discussion, the candidate demonstrates some ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate demonstrates some potential for providing effective feedback on student ideas and thinking.	During the discussion, the candidate demonstrates an ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate is effective in providing feedback on student ideas and thinking and is able to balance student participation with achieving the curricular goals	During the discussion, the candidate demonstrates an exceptional ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking. The candidate does an exceptional job of providing feedback on student ideas and thinking and balancing student participation with achieving the curricular goals.	
▷ Standards				
23. InTASC 8: Ability to plan and lead a large group discussion (Student Response)	The students did not appear motivated, participation was limited or spotty, responses were typically brief and primarily located at lower levels of thinking, and students asked no questions about the content matter.	The students appeared somewhat motivated, participated widely, responses were brief but demonstrated some higher level thinking skills, and students asked some questions about the content matter.	The students appeared motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.	The students appeared exceptionally motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.	
▷ Standards				
24. InTASC 8: Ability to plan and lead a large group discussion (Student Thinking)	The candidate's insight into student thinking is based primarily on a single assessment. The candidate demonstrates little awareness of the instructional strategies and assessments that would foster higher level student thinking. The teacher candidate appears lacking in his/her ability to discern and foster student thinking.	The candidate uses more than one assessment to interpret student thinking. The candidate is able to recognize common patterns of student development to a limited degree, which, in turn, limits the candidate's ability to identify the appropriate instructional response.	The candidate uses multiple assessments to better interpret student thinking by integrating different sources of evidence. The candidate recognizes patterns of student thinking and uses his/her insights to identify new instructional strategies that promote higher levels of student thinking.	The candidate demonstrates an exceptional ability to use multiple assessments to recognize common patterns of student thinking and develop new instructional strategies. These strategies foster higher levels of student engagement and thinking. The candidate is able to accurately describe and communicate patterns of student thinking to students, parents, colleagues, and administrators.	
▷ Standards				
25. InTASC 7: Candidate's instruction was effective in advancing learning of all students towards attainment of state standards (Impact)	The candidate demonstrates insufficient effort to teach to state standards.	The candidate's plans include instruction for college and career-ready standards, however student success is inconsistent.	The candidate's instruction is effective in advancing learning of all students towards attainment of state standards (Impact)	The candidate effectively teaches to college and career-ready standards and students consistently succeed in meeting these standards.	
▷ Standards				
26. ISTE 1, 6 Seeks out and employs innovative ways to use technology to improve student learning and can use digital platforms to manage learning.	Candidate's proficiency with digital platforms is minimal and candidate does not use technology in ways that improve student learning.	The candidate's proficiency with digital platforms is satisfactory, however the candidate's ability to employ technology to improve student learning is inconsistent.	The candidate sets professional learning goals to explore and apply pedagogical approaches made possible by technology. The candidate employs these approaches to facilitate and to improve student learning.	The candidate actively participates in global learning networks and can use digital platforms effectively. The candidate reflects on and leverages current research and innovative pedagogical approaches made possible by technology to improve student learning outcomes and foster a culture where students are empowered to solve problems creatively.	
▷ Standards				

27. ISTE 2, 5 shows leadership in using technology to support student success and uses technology to design and adapt personalized learning experiences	Candidate shows insufficient interest in equal access to online resources and digital tools for all learners, and does not place importance on the role of technology in student success. Candidate's ability to utilize technology to create personalized learning experiences is unsatisfactory.	The candidate shows some interest in the role of technology in student success and occasionally uses technology to design personalized learning experiences.	The candidate demonstrates leadership to support student success and to improve teaching and learning. The candidate designs learner-driven environments that accommodate learner variability.	The candidate is a leader and advocate for empowered learning with technology and for equitable access to educational technology. The candidate designs innovative digital learning environments that include personalized learning experiences to accommodate learner differences and needs.	
	▷ Standards				
28. ISTE 3 Candidate models and promotes critical examination of online resources and other digital learning materials and inspires students to positively contribute to and responsibly participate in the digital world.	Candidate's learning activities lack attention to the value and importance of safe, legal, and ethical practices using digital technology and online resources.	Candidate understands the importance of the responsible use of digital technology and online resources.	The candidate models and mentors students in safe, legal and ethical practices using digital tools and the protection of intellectual rights and property.	The candidate creates experiences for learners that promote critical examination of online resources and ensures that students employ safe, legal, and ethical practices with digital tools and the protection of intellectual rights and property. Candidate creates learning experiences where students can make positive, socially responsible contributions and exhibit empathetic behavior online.	
	▷ Standards				
29. ISTE 4 Candidate leverages technology to collaborate and communicate with colleagues, parents, students, and other stakeholders.	Candidate dedicates insufficient time for collaboration with students, parents, colleagues and other stakeholders, and demonstrates minimal ability to leverage technology to create authentic learning experiences	Candidate uses some technology to communicate and collaborate with students, parents, colleagues and other stakeholders.	Candidate collaborates and co-learns with students to discover and use digital resources for learning and to solve problems. Candidate demonstrates cultural competency when communicating with students, parents and colleagues.	The candidate collaborates and co-learns with students to use new digital resources, uses collaborative tools to expand students' real-world experiences, and consistently demonstrates cultural competence when communicating with students, parents, and colleagues. Candidate dedicates planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.	
	▷ Standards				