

K-3 ECE Program -University of Arizona Teacher Candidate Evaluation Rubric

Rating Scale:	4 – Exceeds Expectation	3 – Proficient	2 – Developing	1 – Insufficient
	This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates	This skill is well-developed; it is consistently and independently demonstrated.	This skill is developing; proficiency, independence, and/or consistency has not yet been established.	This skill is weakly demonstrated or not yet evident.

I. Learning Environment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students’ lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds	<input type="checkbox"/> 3 – Proficient Consistently seeks to understand and affirm students’ lived experiences, social and learning profiles, funds of knowledge, backgrounds, and interests, and to utilize that information in the learning environment.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student	<input type="checkbox"/> 3 – Proficient Consistently welcomes students to the classroom, uses and pronounces names correctly, purposefully chooses representative visuals and lesson materials, celebrates students and their contributions, and creates opportunities for students to express their opinions and be involved in decision-making processes.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
3. Set-Up: Designs and maintains learning spaces with developmentally appropriate practices in mind to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation	<input type="checkbox"/> 3 – Proficient Consistently manages space with developmentally appropriate practices in mind to ensure physical safety, allows for classroom management by the teacher, and facilitates appropriate interactions among participants.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Procedures: Establishes and follows equitable norms, procedures, and routines	<input type="checkbox"/> 3 – Proficient Consistently establishes and communicates classroom norms, procedures and routines. Procedures promote a culturally responsive, respectful, and equitable environment. Norms are collaboratively developed with members of the learning community, as appropriate.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Behavior Expectations: Establishes and reinforces clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	<input type="checkbox"/> 3 – Proficient Consistently communicates clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity	<input type="checkbox"/> 3 – Proficient Consistently monitors student behavior, reinforces expectations, and responds in a timely and appropriate manner. Supports student self-regulation.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic	<input type="checkbox"/> 3 – Proficient Consistently models and promotes civil discourse and non-verbal interactions that are positive, supportive and empathetic.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Respect for and Engagement of Families: Demonstrates and promotes respect and sensitivity for all students’ backgrounds and involves families in young children’s development and learning.	<input type="checkbox"/> 3 – Proficient Consistently demonstrates and promotes respect and sensitivity for all students’ backgrounds and involves families in young children’s development and learning.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

II. Planning and Preparation

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review	<input type="checkbox"/> 3 – Proficient Consistently submits complete, appropriately-formatted lesson plans in a timely manner for review.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted	<input type="checkbox"/> 3 – Proficient Consistently develops lesson plans and related activities appropriate for the allotted time. This includes planning sufficient time for all lesson components.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs	<input type="checkbox"/> 3 – Proficient Consistently develops lesson plans that are driven by student needs as determined by an analysis of formal and informal data, such as observation, assessments, and information about learners and their needs.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge	<input type="checkbox"/> 3 – Proficient Consistently writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards required by the discipline, including language objectives for English Language Learners, to develop procedural and conceptual knowledge.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Content Connections: Connects content to students’ out-of-school experiences, family and community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations	<input type="checkbox"/> 3 – Proficient Consistently connects lesson content to students’ prior knowledge which may include: out-of-school experiences, family and community knowledge, previous lessons within and beyond the content area, and/or real-life situations.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson	<input type="checkbox"/> 3 – Proficient Consistently includes both individual and collaborative instructional strategies to maximize time students are actively engaged in the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement	<input type="checkbox"/> 3 – Proficient Consistently selects and prepares a variety of appropriate materials and technologies to facilitate learning and promote student achievement. Materials and technology are ready at the start of the lesson to reduce loss of instructional time.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities	<input type="checkbox"/> 3 – Proficient Consistently develops plans that include activities and questions that promote critical thinking and call for higher levels in Depth of Knowledge/Bloom’s Taxonomy.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners’ needs	<input type="checkbox"/> 3 – Proficient Consistently meets all learners’ needs through required modifications and accommodations, and the use of UDL principles, such as providing information in different ways, offering students various ways to demonstrate their understanding, and providing options and support student interests, strengths, and challenges.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective	<input type="checkbox"/> 3 – Proficient Consistently organizes learning activities in a logical sequence that leads students to meet the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise	<input type="checkbox"/> 3 – Proficient Consistently contributes and plans collaboratively with the mentor teacher and/or other professionals who have specialized expertise.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

III. Instruction and Assessment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. States Expectations: Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson	<input type="checkbox"/> 3 – Proficient Consistently communicates purpose, learning objectives, and criteria for success to students in a comprehensible, meaningful, and effective way at the beginning of the lesson and throughout.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Content Accuracy: Provides clear and accurate content aligned to the objectives and/or standards	<input type="checkbox"/> 3 – Proficient Consistently demonstrates accurate content knowledge, explained in multiple manners and applications. Essential information is included and emphasized during the lesson.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Content Flexibility: Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students	<input type="checkbox"/> 3 – Proficient Consistently demonstrates flexible and advanced content knowledge, with the ability to allow for learner curiosities, answer questions, and relate them back to the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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4. Academic Language: Uses the discipline’s academic language and creates opportunities for students to use the academic language in level-appropriate ways	<input type="checkbox"/> 3 – Proficient Consistently models the discipline’s academic language accurately and creates multiple opportunities for students to accurately use the academic language.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Clear Instructions: Provides clear instructions verbally, in writing, and through modeling.	<input type="checkbox"/> 3 – Proficient Consistently provides clear instructions verbally, in writing, and through modeling prior to activities, resulting in demonstrated student understanding.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Varied Materials: Uses varied and engaging materials, technologies, aids, models, and representations	<input type="checkbox"/> 3 – Proficient Consistently integrates varied materials, aids, models, technology, and representations of content, as appropriate to the lesson.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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7. Varied Delivery: Uses a variety of instructional strategies and teacher roles to address students’ diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)	<input type="checkbox"/> 3 – Proficient Consistently varies the instructional strategies and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., multilingual-learner support strategies, student-led learning, individual work, cooperative learning, investigation, teacher as facilitator, guide on the side, etc.).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Varied Applications: Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways	<input type="checkbox"/> 3 – Proficient Consistently provides varied, engaging, and relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Engagement & Pacing: Maximizes active participation of each learner and paces the lesson to optimize instructional time	<input type="checkbox"/> 3 – Proficient Consistently maximizes active participation of all students throughout the lesson, and paces the lesson to optimize instructional time (e.g., “bell-to-bell” student engagement).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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10. Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes	<input type="checkbox"/> 3 – Proficient Consistently utilizes effective questioning and discussion strategies that engage all students and serve different purposes (e.g., utilizing wait time, calling on non-volunteers, probing for learner understanding, promoting student discourse, helping learners articulate their ideas and reasoning processes, stimulating curiosity, and helping learners to question).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Formative Assessments: Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student	<input type="checkbox"/> 3 – Proficient Consistently checks for student understanding using varied, efficient, and interactive formative assessment strategies to inform next teaching steps.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
12. Modifies Teaching: Adjusts instruction based on formative assessment data and student needs	<input type="checkbox"/> 3 – Proficient Consistently demonstrates the ability to adapt the lesson (instructional strategy, pacing, etc.) in real time as a result of formative assessment results and other classroom situations that arise.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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13. Summative Assessments: Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format	<input type="checkbox"/> 3 – Proficient Consistently designs and/or implements summative assessments that match instruction in content, rigor, and format.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
14. Promotes Self-Assessment: Promotes student self-assessment and supports students in using data to achieve their learning goals	<input type="checkbox"/> 3 – Proficient Consistently implements effective methods that promote student self-assessment and support students in using data to achieve their learning goals.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
15. Feedback: Provides timely, useful, specific, and respectful feedback focused on growth	<input type="checkbox"/> 3 – Proficient Consistently provides timely, useful, actionable, specific, user-friendly, and respectful written/verbal feedback focused on improving student performance.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

IV. Professionalism and Growth

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours	<input type="checkbox"/> 3 – Proficient Consistently attends field experiences on time, fully prepared, and with a professional appearance per University/district guidelines; remains for the duration of required hours.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timeliness: Meets deadlines and responds promptly to all communications.	<input type="checkbox"/> 3 – Proficient Consistently meets deadlines for submitting required work. Notifies program and school personnel in advance of absences, with as much timely notice as possible. Responds promptly to communications from program personnel.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.	<input type="checkbox"/> 3 – Proficient Consistently communicates professionally <u>with</u> all members of the school site and university learning community. Consistently communicates professionally <u>about</u> PreK-12 students and their families, Mentor Teachers, school faculty and administration, University Supervisors, U of A professors, and peers verbally and in writing, including on social media.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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4. Personal Matters: Personal matters do not negatively affect teaching performance	<input type="checkbox"/> 3 – Proficient Consistently balances personal matters so that they do not negatively affect teaching performance.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Conduct: Conducts oneself professionally and ethically as an educator with students, families, and colleagues	<input type="checkbox"/> 3 – Proficient Consistently conducts oneself as a professional and ethical educator by acting with care, honesty, and integrity in interactions with students, families, and colleagues (per the U of A PPP <i>Professional Standards for Teacher Preparation</i>).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Families: Seeks opportunities to communicate and effectively engage with families/caregivers regarding instructional goals and student progress	<input type="checkbox"/> 3 – Proficient Consistently seeks opportunities to communicate about instructional goals and student progress and works collaboratively with families/caregivers in support of students.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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7. Legal Responsibilities: Describes and abides by laws related to learners’ rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.	<input type="checkbox"/> 3 – Proficient Consistently abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, suicide prevention, and mandatory reporting).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems	<input type="checkbox"/> 3 – Proficient Consistently collaborates with colleagues and members of the school community and makes valuable contributions to collaborative efforts.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community	<input type="checkbox"/> 3 – Proficient Consistently demonstrates effort to learn about family knowledge, values, and cultural backgrounds and respectfully applies this information with students, families, and school community (such as through initiating two-way family communication, actively attending school/community events, identifying and using funds of knowledge or other methods for learning about students, families, and the community).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset	<input type="checkbox"/> 3 – Proficient Consistently requests, accepts, and acts upon constructive feedback from mentors, supervisors, and administrators.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice	<input type="checkbox"/> 3 – Proficient Consistently demonstrates the ability to self-reflect by considering alternative approaches or perspectives, questioning their own ideas or beliefs, and learning new ways to improve teaching practice	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
12. Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth	<input type="checkbox"/> 3 – Proficient Consistently seeks out and participates in professional learning opportunities that are available to them.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.