University of Arizona Teacher Candidate Evaluation Rubric

Rating Scale:	4 – Exceeds Expectation This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates	3 – Proficient This skill is well-developed; it is consistently and independently demonstrated.	2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established.	1 – Insufficient 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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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 to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation	☐ **3 – Proficient** Consistently manages space to ensure physical safety, allows for classroom management by the teacher, and facilitates appropriate interactions among participants.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
4. Procedures: Establishes and follows equitable norms, procedures, and routines	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently communicates clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity	☐ **3 – Proficient** Consistently monitors student behavior, reinforces expectations, and responds in a timely and appropriate manner. Supports student self-regulation.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently models and promotes civil discourse and non-verbal interactions that are positive, supportive and empathetic.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently submits complete, appropriately-formatted lesson plans in a timely manner for review.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently develops lesson plans and related activities appropriate for the allotted time. This includes planning sufficient time for all lesson components.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
5. Content Connections: Connects content to students' out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations	☐ **3 – Proficient** Consistently connects lesson content to students' prior knowledge which may include: out-of-school experiences, community knowledge, previous lessons within and beyond the content area, and/or real-life situations.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently includes both individual and collaborative instructional strategies to maximize time students are actively engaged in the learning objective.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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 understanding, and providing options and support student interests, strengths, and challenges.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective	☐ **3 – Proficient** Consistently organizes learning activities in a logical sequence that leads students to meet the learning objective.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently contributes and plans collaboratively with the mentor teacher and/or other professionals who have specialized expertise.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently demonstrates accurate content knowledge, explained in multiple manners and applications. Essential information is included and emphasized during the lesson.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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. Academic Language: Uses the discipline's academic language and creates opportunities for students to use the academic language in level-appropriate ways	☐ **3 – Proficient** Consistently models the discipline's academic language accurately and creates multiple opportunities for students to accurately use the academic language.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
5. Clear Instructions: Provides clear instructions verbally, in writing, and through modeling.	☐ **3 – Proficient** Consistently provides clear instructions verbally, in writing, and through modeling prior to activities, resulting in demonstrated student understanding.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
6. Varied Materials: Uses varied and engaging materials, technologies, aids, models, and representations	☐ **3 – Proficient** Consistently integrates varied materials, aids, models, technology, and representations of content, as appropriate to the lesson.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
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)	☐ **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.).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently provides varied, engaging, and relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
10. Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes	☐ **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 understanding, promoting student discourse, helping learners articulate their ideas and reasoning processes, stimulating curiosity, and helping learners to question).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently checks for student understanding using varied, efficient, and interactive formative assessment strategies to inform next teaching steps.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
12. Modifies Teaching: Adjusts instruction based on formative assessment data and student needs	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently designs and/or implements summative assessments that match instruction in content, rigor, and format.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently implements effective methods that promote student self-assessment and support students in using data to achieve their learning goals.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
15. Feedback: Provides timely, useful, specific, and respectful feedback focused on growth	☐ **3 – Proficient** Consistently provides timely, useful, actionable, specific, user-friendly, and respectful written/verbal feedback focused on improving student performance.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
2. Timeliness: Meets deadlines and responds promptly to all communications.	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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.	☐ **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.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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. Personal Matters: Personal matters do not negatively affect teaching performance	☐ **3 – Proficient** Consistently balances personal matters so that they do not negatively affect teaching performance.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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 *Professional Standards for Teacher Preparation*).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.
6. Families: Seeks opportunities to communicate and effectively engage with parents/guardians regarding instructional goals and student progress	☐ **3 – Proficient** Consistently seeks opportunities to communicate about instructional goals and student progress, and works collaboratively with parents/guardians in support of students.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
7. Legal Responsibilities: Describes and abides by laws related to learners' rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.	☐ **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).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently collaborates with colleagues and members of the school community and makes valuable contributions to collaborative efforts.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently demonstrates effort to learn about family knowledge, values, and cultural backgrounds and respectfully applies this info with students, families, and school community (such as through initiating two-way family communication, attending school/ community events, and identifying and using funds of knowledge or other methods for learning about students, families, and the community).	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of "3 – Proficient"	General Description for Other Rating
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset	☐ **3 – Proficient** Consistently requests, accepts, and acts upon constructive feedback from mentors, supervisors, and administrators.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **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	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **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	☐ **3 – Proficient** Consistently seeks out and participates in professional learning opportunities that are available to them.	☐ **4 – Exceeds Expectation** This skill is demonstrated *masterfully* in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ **2 – Developing** This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ **1 – Insufficient** This skill is weakly demonstrated or not yet evident.