

## Missouri Educator Evaluation System (MEES) for Teacher Candidates

### Alignment

**Alignment to State and National Standards.** Missouri's Educator Evaluation System (MEES) was developed, refined and revised by educators across the state. The MEES assesses the performance of teacher candidates on the Missouri Teacher Standards (MTS). The nine MTS convey expectations of performance for teachers using 36 indicators. Teacher candidates are assessed formatively and summatively on nine of these indicators representing one indicator per standard. The MTS were informed by the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards and the National Board for Professional Teaching Standards. The alignment of the MTS and the InTASC standards are below:

Missouri Teacher Standard	InTASC Standard
MTS 1: Content knowledge and perspectives aligned with appropriate instruction.	InTASC Standard 4: Content Knowledge
MTS 2: Understanding and encouraging student learning, growth, and development.	InTASC Standard 1: Learner Development InTASC Standards 2: Learning Differences
MTS 3: Implementing the Curriculum	InTASC Standard 7: Planning for Instruction
MTS 4: Teaching for Critical Thinking	InTASC 5: Application of Content InTASC 8: Instructional Strategies
MTS 5: Creating a positive learning environment	InTASC 3: Learning Environments
MTS 6: Utilizing Effective Communication	Cross-disciplinary skill woven throughout the InTASC standards (InTASC, p. 4)
MTS 7: Use of student achievement data to analyze and modify instruction/assessment	InTASC 6: Assessment
MTS 8: Professional Practice	InTASC 9: Professional Learning and Ethical Practice
MTS 9: Professional Collaboration	InTASC 10: Leadership and Collaboration

### Evidence Overview

**Use of Assessment as Part of the Quality Assurance System.** The EPP analyzes MEES data to identify trends and patterns in teacher candidate performance. Program specific data are shared with program faculty at the end of each semester. Unitwide data are compiled and shared with faculty, advisory boards, and other stakeholders each year. Data are disaggregated by program, gender, race, nature of program, and first generation status to identify any gaps in performance.

**Details of Assessment Administration and Use to Measure Candidate Progress.** The MEES instrument is introduced to teacher candidates in their sophomore year. Specific programs utilized the MEES in a formative manner in subsequent field experiences. During the student teaching semester, the MEES Teacher Candidate Assessment Rubric is provided to teacher candidates, cooperating teachers, and university supervisors to provide information and create common language to articulate expected performance of the teacher candidate.

University supervisors complete three formative assessments using the MEES to provide growth feedback for candidates. Additional support and resources are provided to candidates struggling to meet requirements for a particular standard. Teacher candidates complete a self-assessment. University supervisors and cooperating teachers complete a summative MEES at the end of the student teaching semester. Scores from university supervisor and cooperating teacher ratings are combined to submit to the state for teaching certification.

Each of the nine indicators is scored on a 0-4 scale. Candidates must earn a total of 42 points from the scores of the university supervisor and cooperating teacher. Score levels are described below:

- **0 - Not evident** - The Teacher Candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.
- **1 - Emerging Candidate** - The Teacher Candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
- **2 - Developing Candidate** - The Teacher Candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
- **3 - Skilled Candidate** - The Teacher Candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. This is the expected level of performance of the Teacher Candidate by the end of the student teaching semester.
- **4 - Exceeding Candidate** - The Teacher Candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met and at least one descriptor in the exceeding (4) columns must be present during the evaluation).

## Evidence and Analysis

**Directions Delivered to Candidates.** During student teaching orientation, teacher candidates are provided information about the MEES, how the MEES will be used during student teaching, and performance requirements for certification. They are provided a copy of the rubric to ensure they are knowledgeable of expected performance. University supervisors provide additional information during observation visits and feedback following formative administrations of the MEES for Teacher Candidates.

## Evaluation Instrument

The rubric used to assess teacher candidate performance is included on page 12 of this document.

**Assurance of Reliability and Validity.** Beginning in the fall of 2018, the MEES became Missouri's required performance assessment for all student teachers. The MEES was scored for content validity at the state level by a panel of content experts. The letter on page 11 to members of the Missouri Association of Colleges for Teacher Education includes the timeline for this process.

Inter-rater reliability is important so that all evaluators consistently identify the same kinds of behaviors at each rating level. Each semester, university supervisors and cooperating teachers receive calibration training using materials provided by the Missouri Department of Elementary and Secondary Education. As part of this training, participants review the standards being assessed, watch videos of teaching, and score the teaching using the MEES for Teacher Candidates rubric. To assess the relationship between ratings assigned by both university supervisors and cooperating teachers across nine standards on the MEES, a Pearson correlation analysis was applied. There was a statistically significant, moderate positive correlation between university supervisor and cooperating teacher total scores ratings on the MEES,  $r(297) = .416, p = .01$ . Reliability was assessed on the nine MEES constructs in three cycles (N=299, Fall '20, Spring '21, Fall '21). The scale had adequate levels of internal consistency as determined by Cronbach's alpha of 0.763, 0.781 and 0.761 on 10 items respectively.

**Presentation of Data.** Below are data tables showing unitwide data of UCM teacher candidates on the MEES. Aggregated data is presented first followed by tables showing performance disaggregated by nature of program, certification area, gender, race, and first generation status. An analysis of the data and identification of strengths and areas for focus follow the data tables. In the narrative section of the self-study, specific data items related to components of the standards are referenced.

**Missouri Educator Evaluation System (MEES)  
Unit Mean Scores\* - University Supervisor**

Missouri Teacher Standard	Fall 2020 (N=69)		Spring 2021 (N=173)		Fall 2021 (N=72)		Spring 2022 (N=190)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1 Student Engagement in Subject Matter	3.5	0.50	3.4	0.50	3.4	0.68	3.3	0.57
2 Differentiated Lesson Design	3.3	0.49	3.2	0.47	3.3	0.62	3.2	0.53
3 Implementation of Curriculum Standards	3.3	0.54	3.2	0.47	3.3	0.76	3.3	0.56
4 Student Engagement in Critical Thinking	3.2	0.60	3.2	0.51	3.2	0.83	3.3	0.57
5 Classroom Management	3.4	0.50	3.3	0.49	3.4	0.62	3.3	0.59
6 Verbal and Non-Verbal Communication	3.4	0.48	3.3	0.49	3.4	0.58	3.2	0.54
7 Effective Use of Assessment	3.1	0.43	3.2	0.52	3.2	0.65	3.2	0.51
8 Reflection and Self-Assessment	3.3	0.55	3.3	0.56	3.5	0.50	3.3	0.59
9 Cooperative Partnerships	3.4	0.51	3.3	0.54	3.5	0.53	3.3	0.56

Total	29.8	2.95	29.4	3.22	30.2	4.17	29.4	3.78
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\*4 points possible for each standard

#### Unit Mean Scores\* - Cooperating Teacher\*\*

Missouri Teacher Standard	Fall 2020 (N=65)		Spring 2021 (N=168)		Fall 2021 (N=61)		Spring 2022 (N=204)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1 Student Engagement in Subject Matter	3.4	0.50	3.3	0.58	3.4	0.60	3.2	0.65
2 Differentiated Lesson Design	3.2	0.58	3.3	0.51	3.4	0.62	3.1	0.70
3 Implementation of Curriculum Standards	3.3	0.61	3.2	0.60	3.3	0.66	3.2	0.71
4 Student Engagement in Critical Thinking	3.2	0.63	3.2	0.60	3.2	0.63	3.1	0.77
5 Classroom Management	3.5	0.54	3.3	0.65	3.5	0.56	3.2	0.77
6 Verbal and Non-Verbal Communication	3.3	0.58	3.3	0.60	3.5	0.58	3.2	0.63
7 Effective Use of Assessment	3.3	0.51	3.2	0.53	3.4	0.62	3.2	0.67
8 Reflection and Self-Assessment	3.3	0.63	3.5	0.60	3.6	0.52	3.3	0.71
9 Cooperative Partnerships	3.4	0.51	3.3	0.58	3.6	0.50	3.3	0.71
Total	30.0	3.63	29.3	4.26	30.8	4.08	28.9	5.19

\*4 points possible for each standard

\*\*Only traditional student teachers are assessed by cooperating teachers.

#### Unit Mean Scores\* - Student Self-Assessment

Missouri Teacher Standard	Fall 2020 (N=69)		Spring 2021 (N=173)		Fall 2021 (N=72)		Spring 2022 (N=187)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1 Student Engagement in Subject Matter	3.4	0.52	3.2	0.48	3.3	0.49	3.2	0.50
2 Differentiated Lesson Design	3.4	0.53	3.2	0.52	3.3	0.56	3.2	0.54
3 Implementation of Curriculum Standards	3.4	0.56	3.2	0.53	3.2	0.55	3.1	0.58
4 Student Engagement in Critical Thinking	3.2	0.52	3.2	0.55	3.2	0.49	3.1	0.62
5 Classroom Management	3.6	0.53	3.4	0.62	3.6	0.55	3.4	0.56
6 Verbal and Non-Verbal Communication	3.4	0.51	3.3	0.53	3.3	0.51	3.3	0.53
7 Effective Use of Assessment	3.2	0.57	3.2	0.57	3.2	0.52	3.1	0.55
8 Reflection and Self-Assessment	3.5	0.50	3.4	0.52	3.5	0.53	3.3	0.55

9 Cooperative Partnerships	3.4	0.53	3.3	0.55	3.4	0.49	3.2	0.58
Total	30.6	3.01	29.4	3.23	30.0	2.88	28.7	3.99

\*4 points possible for each standard

**Mean Scores\* - University Supervisor  
Disaggregated by Nature of Program**

Missouri Teacher Standard	Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Traditional Program (N= 54)	Alternative Certification Program (N=15)	Traditional Program (N=153)	Alternative Certification Program (N=20)	Traditional Program (N=61)	Alternative Certification Program (N=11)	Traditional Program (N=163)	Alternative Certification Program (N=27)
1 Student Engagement in Subject Matter	3.35	3.73	3.3	3.5	3.4	3.4	3.3	3.4
2 Differentiated Lesson Design	3.25	3.40	3.2	3.3	3.3	3.3	3.1	3.4
3 Implementation of Curriculum Standards	3.27	3.53	3.2	3.4	3.4	3.2	3.3	3.3
4 Student Engagement in Critical Thinking	3.13	3.27	3.2	3.3	3.3	3.0	3.3	3.2
5 Classroom Management	3.38	3.53	3.3	3.2	3.5	3.2	3.3	3.3
6 Verbal and Non-Verbal Communication	3.37	3.33	3.3	3.3	3.4	3.0	3.3	3.2
7 Effective Use of Assessment	3.10	3.13	3.1	3.3	3.2	3.0	3.2	3.1
8 Reflection and Self-Assessment	3.27	3.40	3.3	3.4	3.6	3.5	3.4	3.3
9 Cooperative Partnerships	3.35	3.33	3.3	3.3	3.5	3.6	3.3	3.2
Total	29.49	30.67	29.3	30.1	30.5	29.3	29.4	29.2

\*4 points possible for each standard

**Mean Scores\* - University Supervisor  
Summary - Disaggregated by Certification Area**

	Missouri Teacher Standard										
		1	2	3	4	5	6	7	8	9	Total
Early Childhood	Fall '20	3.4	3.5	3.5	3.5	3.4	3.3	3.1	3.1	3.1	29.9

	(N=10)										
	Spring '21 (N=23)	3.2	3.2	3.1	3.0	3.3	3.1	3.0	3.2	3.2	28.2
	Fall '21 (N=15)	3.6	3.5	3.6	3.2	3.7	3.8	3.4	3.9	3.5	32.2
	Spring '22 (N=24)	3.4	3.3	3.3	3.2	3.5	3.3	3.2	3.4	3.3	29.8
Elementary	Fall '20 (N=15)	3.3	3.2	3.1	3.0	3.2	3.3	3.2	3.3	3.3	28.7
	Spring '21 (N=53)	3.5	3.3	3.3	3.4	3.4	3.4	3.3	3.4	3.2	30.2
	Fall '21 (N=21)	3.4	3.4	3.5	3.5	3.6	3.5	3.4	3.5	3.6	31.4
	Spring '22 (N=58)	3.4	3.2	3.4	3.4	3.4	3.3	3.2	3.5	3.4	30.3
Middle School	Fall '20 (N=7)	3.5	3.0	3.1	3.3	3.6	3.5	2.9	3.3	3.6	29.7
	Spring '21 (N=15)	3.3	3.4	3.2	3.1	3.0	3.3	2.7	3.2	3.1	28.0
	Fall '21 (N=7)	3.6	3.3	3.4	3.3	3.1	3.1	3.0	3.3	3.4	29.6
	Spring '22 (N=16)	3.4	3.1	3.1	3.1	3.1	3.0	3.0	3.1	3.1	27.9
Spec. Education	Fall '20 (N=3)	3.0	3.3	3.3	3.0	4.0	4.0	3.0	3.3	3.3	30.3
	Spring '21 (N=14)	3.4	3.4	3.1	3.1	3.6	3.4	3.5	3.4	3.6	30.7
	Fall '21 (N=3)	3.0	3.3	3.3	3.3	3.7	3.3	3.3	4.0	3.3	30.7
	Spring '22 (N=12)	3.2	3.2	3.4	3.3	3.3	3.3	3.4	3.3	3.3	29.7
Secondary and K-12 Programs	Fall '20 (N=17)*	3.4	3.3	3.4	3.0	3.3	3.4	3.2	3.4	3.5	29.8
	*includes 1 FCS, 1 Business, 3 English, 1 Math, 1 Modern Lang, 6 Social Studies, 1 Art, 3 Music										
	Spring '21 (N=48)**	3.2	3.1	3.1	3.1	3.3	3.3	3.0	3.1	3.2	28.5
	**includes 5 PE, 3 FCS, 3 Agriculture, 3 Biology, 1 ETTE, 7 English, 3 Math, 2 Modern Lang, 5										

Social Studies, 5 Art, 11 Music											
Fall '21 (N=23)***	3.3	3.0	3.0	2.9	3.3	3.0	2.9	3.5	3.5	28.4	
***includes 3 PE, 1 FCS, 1 Agriculture, 1 Business, 4 English, 1 Mathematics, 7 Social Studies, 1 Speech Theater, 1 Art, 3 Music											
Spring '22 (N=80)****	3.2	3.1	3.2	3.2	3.3	3.2	3.1	3.3	3.2	28.8	
****includes 13 PE, 6 FCS, 5 Agriculture, 2 Science, 1 TechEd, 9 English, 7 Math, 2 Modern Lang, 7 Social Studies, 2 Speech Theater, 7 Art, 11 Music, 8 Business											

\*4 points possible for each standard

### Mean Scores - University Supervisor Disaggregated by Race

Missouri Teacher Standard	Fall 2020		Spring 2021		Fall 2021		Spring 2022*	
	White (N=58)	Students of Color (N=8)	White (N=158)	Students of Color (N=15)	White (N=66)	Students of Color (N=6)	White (N=169)	Students of Color (N=16)
1 Student Engagement in Subject Matter	3.5	3.3	3.4	3.3	3.4	3.3	3.3	2.9
2 Differentiated Lesson Design	3.3	3.1	3.2	3.2	3.3	3.3	3.2	2.9
3 Implementation of Curriculum Standards	3.4	3.1	3.2	3.2	3.3	3.7	3.3	3.3
4 Student Engagement in Critical Thinking	3.2	3.3	3.2	3.1	3.2	3.3	3.2	3.4
5 Classroom Management	3.4	3.4	3.3	3.3	3.4	3.7	3.3	3.1
6 Verbal and Non-Verbal Communication	3.4	3.3	3.3	3.3	3.3	3.7	3.2	3.1
7 Effective Use of Assessment	3.1	3.1	3.2	3.1	3.2	3.5	3.2	3.1
8 Reflection and Self-Assessment	3.3	3.3	3.3	3.3	3.6	3.5	3.4	3.2
9 Cooperative Partnerships	3.3	3.4	3.3	3.3	3.5	3.7	3.3	3.3
Total	29.8	29.1	29.4	28.6	30.2	31.7	29.5	28.3
*Students of Color Reported: 1 Asian, 2 Asian American, 6 Black/African American, 1 African American/White, 1 Mix, 169 White/Caucasian/Non-Hispanic, 2 White/Hispanic, 2 Hispanic, 1 Native American, 5 Not Provided								

**Mean Scores - University Supervisor  
Disaggregated by Gender**

Missouri Teacher Standard	Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Male (N=19)	Female (N=48)	Male (N=29)	Female (N=144)	Male (N=9)	Female (N=63)	Male (N=42)	Female (N=143)
1 Student Engagement in Subject Matter	3.5	3.4	3.3	3.4	2.9	3.5	3.3	3.3
2 Differentiated Lesson Design	3.2	3.3	3.2	3.2	2.6	3.4	3.0	3.2
3 Implementation of Curriculum Standards	3.2	3.4	3.2	3.2	2.7	3.4	3.3	3.3
4 Student Engagement in Critical Thinking	3.0	3.2	3.3	3.2	2.4	3.3	3.2	3.3
5 Classroom Management	3.4	3.4	3.4	3.3	3.2	3.5	3.3	3.3
6 Verbal and Non-Verbal Communication	3.3	3.4	3.4	3.3	2.7	3.5	3.2	3.2
7 Effective Use of Assessment	3.1	3.1	3.3	3.1	2.7	3.3	3.1	3.2
8 Reflection and Self-Assessment	3.3	3.3	3.3	3.3	3.4	3.6	3.4	3.3
9 Cooperative Partnerships	3.4	3.3	3.4	3.3	3.6	3.5	3.3	3.3
Total	29.3	29.9	30.0	29.2	26.1	30.9	29.1	29.4

**Mean Scores - University Supervisor  
Disaggregated by First Generation Status**

Missouri Teacher Standard	Fall 2020		Spring 2020		Fall 2021		Spring 2022	
	First Gen (N=11)	Not First Gen (N=58)	First Gen (N=29)	Not First Gen (N=136)	First Gen (N=14)	Not First Gen (N=46)	First Gen (N=63)	Not First Gen (N=124)
1 Student Engagement in Subject Matter	3.4	3.4	3.2	3.4	3.4	3.5	3.3	3.3
2 Differentiated Lesson Design	3.3	3.2	3.1	3.2	3.2	3.3	3.1	3.2
3 Implementation of Curriculum Standards	3.3	3.2	3.1	3.3	3.4	3.5	3.3	3.3



4 Student Engagement in Critical Thinking	3.2	3.1	3.0	3.3	3.1	3.4	3.2	3.3
5 Classroom Management	3.4	3.3	3.2	3.3	3.6	3.5	3.2	3.4
6 Verbal and Non-Verbal Communication	3.5	3.3	3.2	3.3	3.4	3.5	3.2	3.3
7 Effective Use of Assessment	3.1	3.1	3.0	3.2	3.1	3.3	3.2	3.1
8 Reflection and Self-Assessment	3.4	3.2	3.0	3.3	3.7	3.5	3.3	3.3
9 Cooperative Partnerships	3.4	3.3	3.0	3.3	3.6	3.5	3.3	3.3
Total	30.0	29.0	28.3	29.6	30.4	30.9	29.1	29.5

### Library Science

The development process of the Missouri Educator Evaluation System (MEES) for school librarians mirrored the process used to develop the tool for teachers. School librarian candidates are evaluated on twelve indicators representing seven standards. These are shown below as is data from UCM completers. The rubric used to assess candidates is found on page XXX of this document.

Standard	Description	Assessed Indicator(s)
1	<b>Teaching for Learning:</b> Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.	1.1 Knowledge or learners and learning
		1.2 Instructional partner
		1.3 Effective and knowledgeable teacher
2	<b>Reading and Literacy:</b> Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and nonfiction literature appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.	2.1 Reading promotion
		2.3 Diversity and inclusiveness
3	<b>Information and Knowledge:</b> Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.	3.2 Information literacy skills
4	<b>Leadership and Advocacy:</b> Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for	4.2 Advocating with the school community

	dynamic school library programs and positive learning environments by collaborating and connecting with the school community.	
5	<b>Program Management and Administration:</b> Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages fiscal, physical, and personnel resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.	5.2 Collection management
		5.4 Professional ethics
6	<b>Technology Integration:</b> Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support appropriate academic use of information.	6.2 Knowledge of technology
		6.4 Digital citizenship
7	<b>Professional Development:</b> Seeks opportunities to grow professionally by taking advantage of information, events, and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.	7.1 Professional learning

#### Mean Scores - Librarian Candidate MEES\*

	1.1	1.2	1.3	2.1	2.3	3.2	4.2	5.2	5.4	6.2	6.4	7.1	Total
Fall 2020 N=1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	48.0
Spring 2021 N=1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	48.0
Fall 2021 N=2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	36.0
Spring 2021 N=6	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	13.3

\*4 points possible for each indicator



MACTE is requesting assistance from all educator preparation programs in establishing content validity for the MEES Teacher Candidate Assessment Rubric. This instrument is the performance assessment for teacher candidates seeking certification. In addition, scores on this assessment are calculated in the Missouri EPP-Annual Performance Report for program approval. For CAEP-accredited programs, this protocol follows the statistical process for establishing content validity.

The protocol and timeline is outlined below. Each EPP has designated a contact person to distribute this information and report on the training offered for university supervisors and cooperating teachers.

**Summer 2018:** EPP contact designated by unit leader/dean

**August 2018:** EPP contact will nominate seven pedagogical experts to receive content validity survey

**August/September 2018:** EPP contact will complete information survey about training

**September/October 2018:** Content validity survey will be sent to nominated pedagogical experts.

**October 2018:** results of content validity presented at MACTE

**November 2018:** Link for survey feedback provided to EPP contacts who should distribute link to university supervisors, cooperating teachers, and student teachers

**January 2019:** EPP contact will complete information survey about training.

**March/April 2019:** Link for survey feedback provided to EPP contacts who should distribute link to university supervisors, cooperating teachers, and student teachers

**April 2019:** final revisions to instrument will be made

**June 2019:** final instrument will be released to EPPs

## MEES Teacher Candidate Assessment Rubric

### Standard 1

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no opportunity for students to process content.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an awareness of strategies to allow students to process content.</li> </ul>	<ul style="list-style-type: none"> <li>Provides students limited opportunities to process content.</li> </ul>	<ul style="list-style-type: none"> <li>Provides students with multiple opportunities to process the content.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies low engagement and responds with strategies to increase engagement.</li> </ul>
<ul style="list-style-type: none"> <li>Shares incorrect information.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of basic content.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys accurate information when teaching content.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of skillful questioning strategies to promote active participation and depth of student response.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students</li> </ul>	<ul style="list-style-type: none"> <li>Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for student engagement but no evidence of implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently engages students in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages the majority of students in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes students authentically using vocabulary and terminology relevant to the content.</li> </ul>

## Standard 2

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate:  The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies to differentiate and adjusts instruction based on student differences.</li> </ul>	<ul style="list-style-type: none"> <li>Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts strategies in the moment based on individual student needs.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding students' background knowledge and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.</li> </ul>	<ul style="list-style-type: none"> <li>Uses individual student data or assessments to inform the selection and modification of strategies.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding students' languages, family, culture, and community needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of students' languages, family, culture, and community in planning.</li> </ul>	<ul style="list-style-type: none"> <li>Affirms students' languages, family, culture, and community during learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.</li> </ul>

### Standard 3

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.			
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> <ul style="list-style-type: none"> <li>Provides no evidence of learning activities with alignment to standards.</li> <li>Provides no evidence of posting or mentioning the learning objectives during the lesson.</li> </ul>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> <ul style="list-style-type: none"> <li>Plans for learning activities that are appropriately aligned to standards.</li> <li>Posts the learning objectives but does not mention the objective during the lesson.</li> </ul>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> <ul style="list-style-type: none"> <li>Implements learning activities aligned to standards.</li> <li>States the learning objectives so that some students are able to articulate the objective of the lesson.</li> </ul>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i></p> <ul style="list-style-type: none"> <li>Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.</li> <li>Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.</li> </ul>
			<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> <ul style="list-style-type: none"> <li>Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.</li> <li>Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.</li> <li>Connects learning objectives to real world references to aid in student comprehension.</li> </ul>

### Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> <ul style="list-style-type: none"> <li>• Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.</li> <li>• Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.</li> <li>• Provides no evidence of using questions that promote critical thinking.</li> <li>• Provides no evidence of higher order thinking.</li> </ul>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> <ul style="list-style-type: none"> <li>• Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.</li> <li>• Plans strategies for analyzing and discussing problems and possible solutions.</li> <li>• Plans to use questions that promote critical thinking.</li> <li>• Plans for higher order thinking.</li> </ul>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> <ul style="list-style-type: none"> <li>• Uses strategies for some students to share ideas and generate possible solutions.</li> <li>• Creates opportunities for some students to analyze and discuss problems and possible solutions.</li> <li>• Uses questioning techniques that promote students' critical thinking.</li> <li>• Uses strategies to incorporate higher order thinking.</li> </ul>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p style="text-align: center;"><i>Expected level of performance by the end of the student teaching semester.</i></p> <ul style="list-style-type: none"> <li>• Implements strategies in which most students convey their ideas or solutions through product or process.</li> <li>• Facilitates opportunities in which most students analyze and discuss problems and possible solutions.</li> <li>• Uses questioning techniques that result in most students providing answers reflecting critical thinking.</li> <li>• Consistently uses evidence-based strategies to promote higher order thinking.</li> </ul>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> <ul style="list-style-type: none"> <li>• Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information.</li> <li>• Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.</li> <li>• Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.</li> <li>• Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.</li> </ul>

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of classroom expectations that would contribute to a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Plans to communicate expectations to maintain a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Involves all students in creating a safe learning environment that respects differences and individual preferences.</li> </ul>
<ul style="list-style-type: none"> <li>Displays a lack of awareness of how to build appropriate relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies for building appropriate relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters positive social interactions in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from students on his or her teaching, strategies, classroom, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of strategies for monitoring student behavior and addressing disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Explains strategies for monitoring student behavior and minimizing disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to classroom disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.</li> </ul>
				<ul style="list-style-type: none"> <li>Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.</li> </ul>



Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> <ul style="list-style-type: none"> <li>Provides no evidence of instructions in lesson plan.</li> <li>Provides no evidence of understanding the need to articulate expectations for student communication and interaction.</li> <li>Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.</li> <li>Consistently includes distracting communication errors that interfere with meaning.</li> <li>Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> <ul style="list-style-type: none"> <li>Plans to provide instructions.</li> <li>Plans to articulate expectations for respectful student communication and interaction.</li> <li>Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.</li> <li>Includes communication errors that interfere with meaning.</li> <li>Plans for culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> <ul style="list-style-type: none"> <li>Conveys instructions to students through verbal OR non-verbal cues.</li> <li>Articulates vague expectations to students about respectful communication and interaction.</li> <li>Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.</li> <li>Uses communication that includes errors that do not interfere with meaning.</li> <li>Uses culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p> <ul style="list-style-type: none"> <li>Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions.</li> <li>Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.</li> <li>Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.</li> <li>Models proper spelling and grammar consistently in written and verbal communication.</li> <li>Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.</li> </ul>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p> <ul style="list-style-type: none"> <li>Adjusts communication and interactions to support individual student understanding.</li> <li>Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques</li> <li>Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.</li> </ul>

### Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of data from assessments to monitor the progress of students.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the importance of collecting assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative and/or summative assessment data to monitor the progress of the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no awareness that formative assessments are needed to guide future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of an understanding of maintaining student assessment records.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a process for maintaining student assessment records.</li> </ul>	<ul style="list-style-type: none"> <li>Confidentially maintains student assessment records, though processes are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains student assessment records consistently and confidentially.</li> </ul>	<ul style="list-style-type: none"> <li>Supports students in creating and articulating progress toward goals.</li> </ul>
				<ul style="list-style-type: none"> <li>Uses formative assessment strategies to adjust mid-lesson instruction.</li> </ul>

Standard 8

**Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.**

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Provides no evidence of reflection on the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on the lesson when prompted by the evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>Independently reflects on aspects of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on the effectiveness of a lesson based on student learning and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of acceptance of feedback provided by the evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts feedback but does not use feedback to adjust and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and uses feedback inconsistently to adjust and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and uses feedback consistently to adjust and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in a professional organization to improve practice.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of recognition of own weaknesses even when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges weaknesses when prompted, but does not improve professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and adjusts professional conduct when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and adjusts professional conduct through self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no acknowledgement of the importance of professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges the importance of professional development, but does not attend.</li> </ul>	<ul style="list-style-type: none"> <li>Attends approved professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques or strategies introduced in approved professional development to improve student learning.</li> </ul>	

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of understanding the importance of professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers to be a member of a school-wide committee.</li> <li>Collaborates with outside community members for the benefit of students.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding the importance of building relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of building relationships with students, colleagues, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in school or district events to build a broader network of collaboration.</li> </ul>

- Formative # \_\_\_\_\_
- Summative
- Self-Assessment

School Librarian Candidate Assessment

School Librarian Candidate: \_\_\_\_\_ Student ID: \_\_\_\_\_ Ed Prep Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Supervising School Librarian: \_\_\_\_\_ Grade Level: \_\_\_\_\_

*Definition of Candidate Rating Descriptors (refer to the Rubric for School Librarian Candidate for a detailed description)*  
**Baseline – 0:** the school librarian candidate does not demonstrate or possess the necessary knowledge  
**Baseline – 1:** the school librarian candidate possesses the necessary knowledge but cannot apply or demonstrate the performance  
**Emerging – 2:** the school librarian candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the Emerging Level  
**Emerging – 3:** the school librarian candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the Emerging Level  
**Developing – 4:** the school librarian candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1 Teaching for Learning:	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
1.1 Knowledge of learners and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Instructional partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Effective and knowledgeable teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Standard #1 Feedback:**

<b>Standard #2 Reading and Literacy</b>	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
2.1 Reading promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Diversity and inclusiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #2 Feedback:</b>					
<b>Standard #3 Information and Knowledge</b>	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
3.2 Information literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #3 Feedback:</b>					
<b>Standard #4 Leadership and Advocacy</b>	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
4.2 Advocating with the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard #4 Feedback:</b>					

Standard #5 Program Management and Administration	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Collection management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard #5 Feedback:

Standard #6 Technology Integration	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Knowledge of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Digital citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard #6 Feedback:

Standard #7 Professional Development	Baseline		Emerging		Developing
	0	1	2 – Inconsistent	3 – Consistent	
7.1 Professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>
Standard #7 Feedback:					

Summative Feedback/Observations:

School Librarian Candidate Signature \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 District Supervisor Signature \_\_\_\_\_