|  |  |  |
| --- | --- | --- |
| ***ITP EE2 - depth of content knowledge*** | *NOT MET* | *MET* |
| 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Subject-Specific Knowledge and Understandings:** | Fails to provide evidence of discipline- specific knowledge beyond general knowledge. | Demonstrates insufficient depth of content knowledge: \*limited explanations of main concepts of subject matter; \*struggles with responding higher order thinking questions; \*provides few details on subject-specific knowledge. | Demonstrates sufficient depth of content knowledge: \*explains/demonstrates main concepts of subject matter; \*demonstrates higher order thinking skills appropriate to the discipline through problem-solving skills and/or critical thinking skills; \*provides many details on subject-specific knowledge. | Demonstrates clear depth of content knowledge: \*explains/demonstrates key concepts of the subject matter with supporting details; \*demonstrates higher order thinking skills appropriate to the discipline through problem-solving, critical analysis, in depth inquiry, and/or synthesis; \*provides many details subject-specific content knowledge with depth and/or analysis. | Demonstrates advanced depth of content knowledge: \*explains/demonstrates key concepts of the subject matter with strong supporting details and provides meaningful elaboration \*demonstrates higher order thinking skills through advanced problem-solving skills, critical analysis, in-depth critical inquiry, and/or synthesis and evaluation \*provides multiple details and arguments of subject-specific content knowledge with depth and analysis. |
| *Specific concepts, content, and topics within the primary discipline (3b.1)* |
| **Intradisciplinary Knowledge:** | no evidence of multiple aspects of disciplinary knowledge across sub- disciplines. | Limited to no understanding of the connections between disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline. No application, use of or reference to concepts or information from across the sub-disciplines. makes no global connections. | Demonstrates sufficient understanding of the connections of content knowledge to subdiscipline(s): \*makes some connections between disciplinary concepts, content knowledge, and understandings across one or more fields within the discipline; \*reference to or inclusion of concepts and/or information from across one or more sub-disciplines; \*makes some global connections to the content. | Demonstrates clear understanding of the connections of content knowledge across sub-disciplines: \*makes many connections between disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline; \*includes concepts and information from across one or more sub-disciplines; \*makes global connections to content; \*considers multiple arguments and/or viewpoints. | Demonstrates advanced understanding of the connections of content knowledge across sub-disciplines: \*synthesizes disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline; \*integrates and evaluates concepts and information from across one or more sub-disciplines; \*makes detailed global connections within content and across subdisciplines: \*considers multiple, and conflicting, perspectives/arguments/viewpoints. |
| *depth of knowledge with the sub-disciplines of the discipline field (3b.1, 3c.1, 3c.2)* |
| **Inquiry in the Discipline:** | no evidence of ability to engage in discipline- specific inquiry. | Limited or no demonstration of depth of content knowledge through inquiry: \*use of inquiry strategies and/or methods of the discipline is superficial or demonstrates only a breadth of knowledge; \*discipline inquiry fails to reflect understanding of content and/or methods of inquiry; OR \*inquiry is not appropriate to the discipline. | Demonstrates sufficient depth of content knowledge through inquiry: \*uses inquiry strategies and method(s) of the discipline; \*discipline inquiry indicates understanding of content knowledge and/or methods of inquiry; \*able to respond to higher order thinking questions about content; \*awareness of content knowledge resources in the discipline (e.g.. bibliography/references draw on academic scholarship). | Demonstrates clear depth of content knowledge through inquiry: \*uses appropriate inquiry strategies and method(s) of the discipline; \*discipline inquiry reflects understanding of content knowledge and methods of inquiry; \*answers higher order thinking questions about content with depth; \*appropriate use of content knowledge resources in the discipline (e.g.. bibliography/references draw on academic scholarship). | Demonstrates advanced depth of content knowledge through inquiry: \*uses multiple inquiry strategies that align with discipline-specific inquiry method(s); \*discipline inquiry reflects detailed understanding of content knowledge and methods of inquiry; \*answers and poses higher order thinking questions about content with depth; \*advanced use of content knowledge resources in the discipline (e.g.. bibliography/references draw on academic scholarship). |
| *understands depth of content through inquiry and conducts discipline-specific inquiry (3b.1, 3b.2, 3d.1)* |
| **Effective Communication of Content Knowledge:** | no use of academic language | Demonstrates inappropriate use of academic language for the subject area: \*does not communicate content knowledge with use of academic language; \*limited or no support of arguments; \*shows limited knowledge, creativity, and/or flexibility when explaining or presenting content. | Demonstrates appropriate use of academic language for the subject area: \*communicates depth of content knowledge with use of academic language through vocabulary or discourse; \*demonstrates some ability to build and support arguments and/or engages in limited analysis or use of research; \*communicates some connections to broader concepts; \*shows knowledge, creativity, and/or flexibility when explaining or presenting content. | Demonstrates clear use of academic language for the subject area: \*communicates depth of content knowledge with use of academic language through vocabulary and/or discourse of the discipline; \*demonstrates ability to build and support arguments with analysis and/or research; \*communicates connections to broader concepts; \*clearly shows knowledge, creativity, and/or flexibility when explaining or presenting content. | Demonstrates advanced use of academic language for the subject area: \*clearly communicates depth of content knowledge with use of academic language through vocabulary and discourse, and/or syntax of the discipline; \*demonstrates ability to build and support arguments with in depth analysis and use of research; \*offers independent interpretations, evaluation, and analysis of subject matter; \*articulates connections to broader concepts; \*clearly demonstrates depth of knowledge, original creativity, and/or strong flexibility when explaining or presenting content. |
| *use of academic language to communicate depth of knowledge (3a.2, 3b.1, 3b.2. 3c.1, 3c.2, 3d.1)* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|

|  |
| --- |
| ***EE 3 Rubric for ITP - Pedagogical and Professional Knowledge, Skills, Dispositions*** |
|

 | *NOT MET* | *MET* |
| 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Pedagogical Knowledge and Understandings:** | No evidence of content pedagogical knowledge or understandings. | Insufficient content pedagogical knowledge: \*methods are general and/or not appropriate to the discipline; \*curriculum is inappropriate or not aligned to the standards; \*higher order thinking skills limited or not evident. | Demonstrates sufficient content pedagogical knowledge: \*uses some methods appropriate to the discipline; \*adopts curriculum that is appropriate to the discipline; \*addresses higher order thinking skills in some way. | Demonstrates content pedagogical knowledge: \*consistently implements methods appropriate to the discipline; \*adopts and/or develops curriculum that facilitates learning in the discipline; \*methods and strategies consistently address higher order thinking skills. | Demonstrates advanced depth of content pedagogical knowledge: \*implements discipline-specific methods that promote inquiry; \*develops discipline-specific curriculum; \*implements research-based curriculum that promotes higher order thinking skills. |
| *teaching of specific concepts, content, and topic within the discipline (3a.1, 3a.2, 4c.1, 4e.1)* |
| **Pedagogical Skills** | No use of methods and teaching strategies appropriate for discipline-specific inquiry: \*no use of twenty-first century learning skills; \*teaching strategies are inappropriate for student learning success; \*curriculum is focused on whole instruction with no attention to the different learning needs of ALL students. | Limited use of methods and teaching strategies appropriate for discipline-specific inquiry: \*limited inclusion of twenty-first century learning skills and practices; \*teaching strategies are limited in promoting student success; \*curriculum focused on whole instruction with limited attention to the different learning needs of ALL students; \*curriculum is not aligned to the standard course of study. | Uses methods and teaching strategies appropriate to the discipline: \*includes lessons that integrate 21st century learning skills and practices; \*teaching strategies are sufficient in promoting student success; \*curriculum offers instruction that promotes some student inquiry and/or development of skills and content of the discipline; \*plans one or more learning opportunities to support the intellectual, social, personal development and curiosity of students; \*encourages students to investigate the content area to expand their knowledge; \*curriculum is aligned to the standards and meets the learning needs of ALL students. | Uses many methods and teaching strategies appropriate for discipline-specific inquiry: \*develops lessons that integrate 21st century learning skills and practices; \*teaching strategies to promote student success are research-based; \*curriculum incorporates instruction that promotes student inquiry and development of both content and skills of the discipline; \*plans many learning opportunities to support the intellectual, social, and personal development and curiosity of students; \*encourages students to investigate questions in the content area and think critically; \*curriculum is aligned to the standards and meets the learning needs of ALL students. | Uses innovative methods and teaching strategies that integrates discipline-specific inquiry strategies: \* actively promotes and develops 21st century learning skills and practices; \*teaching strategies are differentiated to maximize student learning opportunities and are research-based; \*curriculum integrates instruction that promotes student inquiry and develops expert skills and content of the discipline; \* plans, and facilitates many learning opportunities to support the intellectual, social, and personal development and curiosity of students; \*encourages students to investigate higher order thinking questions in the content area and/or allows for students' creation of their own knowledge; \*develops student-centered curriculum that is aligned to the standards and meets the learning needs of ALL students. |
| *ability to implement appropriate pedagogy, skill development, methods and teaching strategies (2b.1, 2c.1, 2d.2, 4a.1, 4c.1, 4e.1, 4g.2, 5c.1)* |
|  |   |   |   |   |   |
| **Professional Knowledge** | No understanding of how students learn regarding: \*differentiation of instruction; \*teaching strategies; \*critical thinking; \*the role of assessment. | Limited understanding of how students learn: \*does not understand the need to differentiate instruction to meeting the learning needs of ALL students; \*limited variation in teaching strategies; \*limited appreciation for the importance of developing critical thinking skills; \*no clear understanding of the connection between assessment and student learning. | Demonstrates sufficient understanding of how students learn: \*awareness of the need to differentiate instruction to meet the needs of the whole class; \*understands that teaching strategies should meet the learning needs of ALL students; \*understands the importance higher order thinking skills for learning; \*understands the role of assessment in holistically measuring student learning. | Demonstrates clear understanding of how students learn: \*understands the need to differentiate instruction for both whole class and groups students; \*understands discipline appropriate teaching strategies to meet the learning needs of ALL students; \*understands the importance of teaching both higher order and lower order thinking skills to meet the needs of twenty-first century learning; \*understands the role of assessment in measuring student learning and meeting learning objectives. | Demonstrates advanced understanding of how students learn: \*understands the need to differentiate instruction for both whole class, group, and individual needs; \*understands the similarities and differences between discipline-specific and general teaching strategies to meet the learning needs of ALL students; \*understands the role of higher order and lower order thinking to develop critical thinking and problem-solving skills to meet the needs of twenty-first century learning; \*understands the alignment between assessment and learning objectives to meet learning objectives and measure individual learning gains. |
| *understandings related to knowledge of teaching practices and expectations of educators (2c.1, 2b.3, 2d.2, 4a.1, 4f.1)* |
| **Professional Dispositions** | No evidence of application of professional skills, attitudes, and expectations of professional educators: \*learning environment is negative, inattentive to diversity, teacher-focused; \*maintains very low expectations. | Limited application of professional skills, attitudes, and expectations of professional educators: \*does not use research to inform instructional decisions; \*learning environment is focused on whole group instruction with little attention to diversity; \*classroom environment is teacher focused; \*does not maintain high expectations. | Applies professional skills, attitudes, and expectations of professional educators: \*knows some research to justify instructional decisions; \*learning environment attends to the diverse learning needs of ALL students and considers student data; \*classroom environment is student-focused; \*maintains high expectations; \*appreciates differences among ALL students in the classroom. | Applies clear professional skills, attitudes, and expectations of professional educators: \*uses research to justify instructional decisions; \*learning environment attends to the diverse needs of ALL students and draws on student data to adjust instructional practices; \*classroom environment is student-focused; \*maintains high expectations with challenging lessons; \*appreciates differences among ALL students in the classroom; \*promotes a culture of respect in the classroom. | Applies advanced professional skills, attitudes, and expectations of professional educators: \*uses current research methods to justify instructional decisions; \*learning environment focuses on the diverse needs of ALL students and uses student data and feedback to adjust instructional practices; \*maintains high expectations of all students with challenging and rigorous curriculum; \*promotes a culture of appreciation and respect for the diverse learning needs of ALL students. |
| *demonstration of skills, attitudes, and student-centered expectations of the education profession (1a.2, 1d.1, 2a.1, 2b.3, 2c.1, 2d.2, 4a.1, 4b.1, 4c.1, 5a.1, 5c.1)* |
|  |   |   |   |   |   |
| **Interdisciplinary Applications** | No connections between concepts and topics to other subjects nor relevance: \*singular perspectives and/or approaches; \*makes no connections to other concepts. | Limited connections between concepts and topics to other subjects: \*learning is not seemingly relevant to students' lives; \*singular or limited perspectives and/or approaches are encouraged; \*learning is limited in connections to other environmental, social, cultural, political, and/or economic concepts. | Makes sufficient connections of concepts and topics to other subjects: \*learning is relevant to students' lives and/or other learning experiences; \*develops twenty first century skills and/or content; \*allows for a few different perspectives and/or approaches; \*connects learning in some way to more general environmental, social, cultural, political, and/or economic concepts. | Makes clear connections of concepts and topics to other subjects and across the disciplines: \*learning is meaningful to students' lives and/or other learning experiences; \*integrates twenty first century skills and content; \*allows for many differing perspectives and/or approaches; \*makes many connections to real-world environmental, social, cultural, political, and/or economic concepts and/or topics. | Makes advanced connections of concepts and topics to other subjects and across the disciplines: \*learning meaningful to students' lives and other learning experiences; \*actively integrates twenty first century skills and content to drive student inquiry; \*integrates and encourages differing perspectives and/or approaches; \*provides real-world applications to environmental, social, cultural, political, and/or economic concepts, topics, and/or problems. |
| *interconnected learning, twenty-first century learning skills, relates content to other content areas. (2b.2, 2b.3, 3c.1, 3c.2, 3d.1, 4g.1, 4h.2)* |
| **Integration of Technology on Planning** | Does not use technology to plan for instruction | Limited use of technology to plan for instruction: \*fails to plan for the use of technology in the learning process; \*understanding of how to plan for the use of technology is limited to direct instruction and/or classroom management; \*use of technology in the planning process is limited to basic applications. | Use of technology to plan for instruction is sufficient: \*uses technology appropriately to plan and support instruction; \*lessons are planned to include technology; \*recognizes the importance of planning for the use of technology in the classroom to meet twenty-first century learning needs; \*uses of technology in the planning process is appropriate and somewhat varied. | Use of technology to plan for instruction is clear: \*uses technology appropriately to enhance planning and enhance supports of instruction; \*lessons are planned to incorporate technology to enhance student learning and development; \*facilitates twenty first century learning through the use of varied technologies; \*uses of technology in the planning processes are meaningful and varied. | Use of technology to plan for instruction is advanced: \*uses technology specifically to improve planning and provide targeted supports of instruction; \*lessons are planned with attention to the appropriate role of technology in the learning process; \*promotes twenty first century by using technology to transform the learning process; \*uses of technology in the planning processes are meaningful, highly varied, and innovative. |
| *use of technology to enhance and/or transform the learning environment (3d.1, 4d.1)* |
| **Integration of Technology on Instruction** | Technology not included in instructional practices. | Limited awareness of different types of technology to use for instructional purposes: \*demonstrates little to no knowledge of how to utilize technology in instruction; \*application of instructional technology does not positively affect the learning environment; \*it is not clear that the technology used in the classroom was necessary; \*use of technology is teacher-focused. | Awareness of different types of technology to use for instructional purposes is sufficient: \*demonstrates some knowledge of how to utilize technology in instruction; \*application of instructional technology promotes a positive learning environment; \*technology is added into instruction with the intent of integrating 21st century skills and content; \*use of technology is focused on meeting the learning needs of ALL students. | Awareness of different types of technology to use for instructional purposes is clear: \*demonstrates knowledge of how to utilize technology in instruction in a variety of ways; \*application of instructional technology promotes a positive learning environment and maintains high expectations; \*technology is integrated into instruction to enable demonstration of learning 21st century skills and content; \*use of technology facilitates differentiating instruction to meet the learning needs of ALL students. | Awareness of different types of technology to use for instructional purposes is advanced: \*demonstrates knowledge of how to incorporate technology into specific strategies and methods in a variety of ways; \*application of instructional technology transforms the learning environment to prompt curiosity beyond the required coursework; \*technology transforms instruction to focus on learning 21st century skills and content and skills effectively; \*use of technology ensures the unique learning needs and interests of ALL students are met. |

|  |  |  |
| --- | --- | --- |
| ***EE 5 Rubric for ITP- Impact on Student Learning*** | *NOT MET* | *MET* |
| 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Differentiated Instruction:** | Does not apply methods or teaching strategies to accommodate the needs of ALL students or nor does instruction respond to cultural differences among students; no accommodations are evident. | Does not demonstrate an awareness of educational policies or practices about effective student learning: \*teaching methods rely primarily on one or two strategies that do not account for the learning needs of ALL students; \*instruction is focused on whole group with limited attention to cultural differences or attention to cultural differences is highly superficial; \*does not accommodate for exceptional learning needs of students; \*no discernible connection between instruction and student achievement. | Demonstrates awareness of appropriate teaching practices and policies about effective student learning: \*teaching methods use strategies that meet the needs of ALL students; \*instruction accounts for cultural differences among groups of students and/or attention to cultural differences is evident; \*provides basic accommodations/modifications to meet the learning needs of ALL students; \*evidences awareness of the connection between teaching methods and student achievement. | Demonstrates clear awareness of appropriate teaching practices and education policies about effective student learning: \*teaching methods use many strategies that meet the learning needs of ALL students; \*instruction accounts for cultural differences among groups and individual students and attention to cultural difference is evident in instruction; \* adapts instruction to meet differing needs of exceptional students; \*engages students in developmentally appropriate activities that positively impact student learning outcomes; \*incorporates accommodations and modifications in lesson plans and assessments to facilitate achievement of learning objectives. | Demonstrates advanced awareness of appropriate teaching practices and education policies about effective student learning: \*teaching methods use multiple and varied strategies that meet the learning needs of ALL students; \*instruction accounts for culturally situated learning differences and anticipate the probable needs of diverse students; \*modifies instruction and generates inclusive lesson plans to meet the individual needs of ALL students, including ESL; \*actively scaffolds student learning, deploys a clear variety of teaching strategies and grounded in research-based methods; \*embeds accommodations/modifications in teaching strategies and/or student activities. |
| *knowledge and application of variety of methods, materials and strategies to meet the learning needs of all students (1d.2, 2c.1, 2d.1, 2d.2, 4a.1, 4b.1, 4c.1 5c.1)* |
| **Classroom Environment** | No evidence provided to demonstrate the connection between a positive classroom environment and student learning. | Limited understanding of positive management of student behavior: \*lack of use of strategies for conflict resolution, or deescalating disruptive behavior; \*limited to no understanding of the basic characteristics and importance of a safe and orderly classroom that facilitates student learning opportunities. | Sufficient understanding of positive management of student behavior: \*uses strategies of conflict resolution to deescalate disruptive or dangerous behavior; \*understands the basic characteristics of a safe and orderly classroom that facilitates student learning opportunities; \*aware of the influence of diversity and developmental levels on classroom learning environments; \*uses positive behavior classroom management. | Clear understanding of positive management of student behavior: \*uses strategies of conflict resolution to deescalate disruptive or dangerous behavior; \*understands seclusion and restraint; \*understands the many characteristics of a safe and orderly classroom that facilitates student learning opportunities; \*aware of influence of diversity, culture and developmental levels on classroom learning environments; \*effectively uses positive behavior classroom management. | Advanced understanding of positive management of student behavior: \*uses strategies of conflict resolution to deescalate disruptive or dangerous behavior; \*understand seclusion and restraint; \*Constantly maintains a safe and orderly classroom that maximizes student learning opportunities; \*accounts for the influence of diversity, culture and developmental levels on classroom learning environments; \*effectively and regularly uses positive behavior classroom management; \*supports principals to gather data to influence student behavior and learning. |
| *teachers understand the impact of a positive classroom environment on student learning outcomes. (1a.2, 1a.3, 2a.1, 2b.3, 2d.1, 4a, 4c)* |
| **Assessment- based Instruction:** | No evidence provided to suggest assessment is used to inform instructional needs and practices. | Limited use of assessment to determine attainment of learning objectives and make instructional decisions: \*does not use formative assessment; \*does not adjust instruction to enable student progress; \*uses summative assessment only to conclude units or test knowledge. | Uses assessment to determine attainment of learning objectives and make instructional decisions: \*uses formative assessment to monitor student performance and understanding; \*draws appropriate conclusions; \*adjusts instruction to revisit concepts and content based on at least one formative assessment; \*uses summative assessment to determine learning objectives have been met; \*analyzes summative data to determine student learning progress and modify instruction. | Uses assessment to determine attainment of learning objectives and make data-driven instructional decisions: \*uses many formative assessments to monitor student performance and understanding; \*draws appropriate conclusions; \*adjusts instruction to revisit concepts and content based on formative assessment data; \*uses assessment to determine learning objectives have been met \*analyzes data to identify the skills and abilities of students, determine specific skills and knowledge of students; \*identifies specific deficiencies and modifies instruction to improve student progress. | Uses individual and holistic assessments to determine attainment of learning objectives and makes data-driven instructional decisions: \*uses many formative assessments to monitor individual student performance and understanding; \*allows students to monitor their own progress; \*draws appropriate and detailed conclusions; \*modifies instruction based on student performance; \*uses assessment data to ensure learning objectives ensure are met; \*analyzes data to identify skills and abilities and determine learning gains; \*identifies specific deficiencies and modifies instruction to improve student progress; \*considers various and unique needs of all learners when designing and implementing assessments. |
| *use of assessment to measure learning, inform instruction, and monitor progress. (1a.1, 1a.2, 2d.2, 4.a.2, 4h.1, 5a.1)* |
| **Student Feedback:** | No evidence of the use of feedback to inform instruction, improve student learning outcomes, or meet learning objectives. | Limited feedback provided to students: \*little engagement with individual students about student progress; \*does not monitor student performance, \*limited to no response to whole class or group learning needs, and/or pacing of instruction is not attentive to learning outcomes. | Provides sufficient feedback to students: \*some engagement with individual students about progress; \*monitors student performance with some corrective feedback; \*responds to whole class or group learning needs, and/or attempts to pace instruction appropriately for whole class learning outcomes. | Provides effective feedback to students: \*regular engagement with students about progress; \*regularly monitors student performance with substantive corrective feedback; \*responds to whole, group, and individual learning needs, \*paces instruction appropriately to facilitate student learning outcomes. | Provides effective and rigorous feedback to students: \*consistent engagement with students about individual progress; \*provides specific, directed feedback to monitor and improve student progress; \*engages in students in both individual and group constructive conversations to allow self-directed improvement; \*paces instruction effectively ensure positive learning outcomes. |
| *teachers provide feedback to students to improve student learning outcomes (1a.1, 4b.1, 4h.1)* |
|  |  |  |  |  |   |
| **Reflective Practitioner:** | No evidence that candidate reflects on teaching practices. | Limited demonstration of reflection on teaching practices: \*does not consider the impact of policy, teaching methods, and/or individual learning needs on learning outcomes; \*maintains a singular perspective about learning and instruction; \*fails to demonstrate professional growth as a practitioner. | Sufficient demonstration of reflection on teaching practices: \*considers the impact of environmental factors, policies, and individual learning needs on achievement of learning outcomes; \* considers ways to improve teaching practices to more positively impact student learning outcomes; \*demonstrates some understanding of the impact of socio-cultural differences on the learning environment and/or attempts to reflects on lesson implementation, teaching strategies, and/or making accommodation to meet learning objectives; \*adjusts instruction and/or adjusts the learning environment to improve student learning outcomes. | Clear demonstration of reflection on teaching practices: \*knows the impact of environment factors, policies, and individual student differences on achievement of student learning outcomes; \*identifies and implements changes to teaching practices to more positively impact student learning outcomes; \*demonstrates clear understanding of the impact on socio-cultural differences on the learning environment; \*reflects on lesson implementation, teaching strategies and assessment of student learning; \*seeks to modify instruction and adjusts learning environment to improve student learning outcomes. | Advanced demonstration of reflection on teaching practices: \*knows and reflects on the impact of environment factors, policies, and individual socio-cultural student differences on the learning environment and achievement of student learning outcomes; \*uses research-verified teaching methods to maximize student learning outcomes; \*actively reflects on classroom learning environment to ensure inclusivity of ALL learners; \*actively modifies planning and instruction based on student learning needs both holistically and individually; \*actively reflects on teaching practices for areas of improvement; \*makes data-driven decisions to modify instruction and adjusts learning environment to improve student learning outcomes. |
| *understanding of the ways in which policies, best practices, individual learning needs, and assessment interact to impact student learning outcomes (2a.1, 2b.1, 2b.2, 4b.1, 5c.1)* |

|  |  |  |
| --- | --- | --- |
| **EE 6 Rubric for ITP- Leadership & Collaboration** | *NOT MET* | *MET* |
| 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Collaboration** | Fails to engage in collaborative and collegial professional learning activities. | Limited collaboration with stakeholders is evident: \*fails to participate in collaborative activities with colleagues and/or administrators; \*does not work with the larger community to enhance student learning opportunities. | Collaboration with stakeholders is sufficient: \*participates in collaboration with various stakeholders to improve the quality of learning in the school,or \*helps implement school improvement activities, or \*works with the larger community to enhance student learning opportunities; \*leadership role in these activities is limited. | Collaboration with stakeholders is clear: \*participates in collaboration with various stakeholders to improve the quality of learning in the school, and/or \*helps implementing school improvement activities, and/or \*works with the larger community to enhance student learning opportunities; \*has a leadership role in these activities. | Collaboration with stakeholders is advanced: \*leads in participation and collaboration with various stakeholders to improve the quality of learning in the school,and/or \*leads in the implementation school improvement activities, and/or \*takes leadership responsibilities to work with the larger community to enhance student learning opportunities. |
| **School Improvement** | Teacher candidate fails to identify the characteristics or critical elements of a school improvement plan. | Limited understanding of school improvement plan: \*fails to participate in adhering to school improvement plan; \*does not understand the connection between data and plans for school improvement. | Sufficient understanding of school improvement plan: \*adheres to the implementation of the school improvement plan provisions; \*demonstrates awareness of the role of data and identified needs in the decision-making process about school improvement implementation. | Clear understanding of school improvement plan: \*actively participates in the implementation of school improvement plan provisions; \*demonstrates the ability to use data to identify areas of need that should be addressed for school improvement. | Advanced understanding of school improvement plan: \*demonstrates a leadership role in the implementation of school improvement plan provisions; \*demonstrates use of school data to identify various areas of need for improvement; \* helps make data-based decisions about school improvement. |
| **Communication** | No evidence of communication with home or community. | Fails to effectively communicate with parents or students: \*little to no collaboration with the home and community for the benefit of students. | Communicates with parents or students: \*communicates with the home for the benefit of students. | Effectively communicate with parents or students: \*communicates with the home and/or community for the benefit of students. \*seeks participation of families and/or communities. | Highly effectively communicate with parents and students: \*initiates communication with home and community; \*seeks and initiates participation of families and communities. |
| **Professional Development** | No evidence of professional development actions or activities | Not demonstrated: \*does not participate in professional development; \*does not collaborate to form professional relationships. | Demonstrates participation in professional development activities: \*develops professional relationships for some collaboration; \*articulates the importance of developing professional relationships and networks; \*acknowledges the importance of professional learning and development; \*receptive to the implementation of new approaches to improve teaching and learning. | Clearly demonstrates participation in professional development activities: \*promotes positive working relationships through professional development and growth activities; \*develops professional relationships and collaborates with peers for improvement; \*implements new, research-verified approaches to improve teaching and learning. | Advanced demonstration of participation in professional development activities: \*actively participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities; \*develops professional relationships, and creates networks; \*investigates, and implements innovative, research-verified approaches to improve teaching and learning. |