### Communication

**3.0 Exemplary**
- Effectively builds rapport with students, colleagues, and parents
- Consistently expresses ideas clearly and appropriately and uses proper volume and pace
- Consistently uses appropriate mechanics (e.g. grammar, punctuation, spelling) in all forms of writing

**2.5 Score between 2 and 3**

**2.0 Acceptable**
- Successfully builds rapport with students, colleagues, and parents
- Expresses ideas clearly and appropriately and uses proper volume and pace
- Uses appropriate mechanics (e.g. grammar, punctuation, spelling) in all forms of writing

**1.5 Score between 1 and 2**

**1.0 Unacceptable**
- Discourages rapport with students, colleagues, and parents
- Struggles to express ideas clearly and appropriately or fails to use proper volume and pace;
- Lacks consistent mechanics (e.g. grammar, punctuation, spelling) in all forms of writing

### Higher Order Thinking

**3.0 Exemplary**
- Promotes active inquiry and problem solving throughout instruction
- Continually asks effective higher order questions
- Stimulates students’ critical thinking

**2.5**

**2.0 Acceptable**
- Encourages development of inquiry and problem solving in the classroom
- Occasionally asks higher order questions
- Encourages students’ critical thinking

**1.5**

**1.0 Unacceptable**
- Ignores use of inquiry and problem solving in the classroom
- Asks very few, if any, higher order questions
- Hinders students’ critical thinking

### Instructional Technology

**3.0 Exemplary**
- Applies a variety of innovative electronic media and technology in and throughout instruction
- Constructs effective professional looking materials that promote student learning
- Fosters and supports students’ inventive use of technology

**2.5**

**2.0 Acceptable**
- Uses a variety of electronic media and technology in instruction
- Creates professional looking materials
- Requires students’ use of technology

**1.5**

**1.0 Unacceptable**
- Uses very little electronic media and technology in instruction
- Creates amateur looking materials
- Requires students to use little or no technology

Comments:
## Learning & Development

<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Uses a variety of effective, research-based methods for accommodating learning styles</td>
<td>Uses an assortment of appropriate methods for addressing learning styles</td>
<td>Uses few or ineffective methods for addressing learning styles</td>
</tr>
<tr>
<td></td>
<td>Differentiates instruction to accommodate needs of all learners</td>
<td>Differentiates instruction to assist needs of learners</td>
<td>Provides one form of instruction to learners, regardless of their needs</td>
</tr>
<tr>
<td></td>
<td>Motivates all students to participate.</td>
<td>Motivates students to participate</td>
<td>Discourages participation among some students</td>
</tr>
</tbody>
</table>

### Comments:

## School Culture & Diversity:

<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Fosters cooperation in the classroom, school, and community</td>
<td>Facilitates cooperation in the classroom, school, and community</td>
<td>Avoids promoting active cooperation in the classroom, school, and community</td>
</tr>
<tr>
<td></td>
<td>Treats all students fairly, equitably and promotes respect and understanding</td>
<td>Treats students fairly, equitably with respect and understanding</td>
<td>Treats students inequitably, shows favoritism, or fails to show respect and understanding</td>
</tr>
<tr>
<td></td>
<td>Adapts effectively to differences in language &amp; culture</td>
<td>Accommodates differences in language &amp; culture</td>
<td>Makes few accommodations for differences in language &amp; culture</td>
</tr>
<tr>
<td></td>
<td>Creates an environment that is nurturing</td>
<td>Creates an environment free of ridicule</td>
<td>Establishes a classroom atmosphere where students fear ridicule</td>
</tr>
</tbody>
</table>

### Comments:

## Instructional Design & Delivery

<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Demonstrates extensive, relevant knowledge of subject matter</td>
<td>Demonstrates sufficient knowledge of subject matter</td>
<td>Demonstrates insufficient or inaccurate knowledge of subject matter</td>
</tr>
<tr>
<td></td>
<td>Aligns content for instruction with key state or professional standards</td>
<td>Selects appropriate content for instruction with key state or professional standards</td>
<td>Selects content for instruction not aligned with key state or professional standards</td>
</tr>
<tr>
<td></td>
<td>Designs lesson plans explicitly that link subject matter acutely to students’ worlds</td>
<td>Designs lesson plans that connects subject matter to students’ worlds</td>
<td>Designs lesson plans that distances subject matter from students’ worlds</td>
</tr>
<tr>
<td></td>
<td>Regularly employs a variety of selected innovative teaching methods to create significant learning</td>
<td>Aligns content with state and professional standards</td>
<td>Provides for active student learning</td>
</tr>
<tr>
<td></td>
<td>Prepares, guides and reinforces active student learning</td>
<td>Employs a variety of innovative teaching methods to create meaningful learning</td>
<td></td>
</tr>
</tbody>
</table>

### Comments:
- Aligns content with no or inappropriate state and professional standards
- Employs teaching methods that lack innovation or does not result in meaningful learning
- Provides for passive student learning most of the time

**Comments:**

### Classroom Management

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2.5</td>
<td>Acceptable</td>
</tr>
<tr>
<td>1.5</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

#### 3.0 Exemplary
- Demonstrates outstanding organizational skills & preparedness
- Clearly establishes and states student expectations
- Manages time effectively within and between instructional lessons
- Captures and maintains students’ attention and involvement throughout instruction
- Creates an welcoming, supportive and flexible atmosphere
- Monitors all classroom activities and attends to the needs of all students
- Uses positive methods to teach optimal behavior (e.g. direct instruction, praise, modeling, role play) instead of punishment

#### 2.0 Acceptable
- Demonstrates organizational skills & preparedness
- Clearly states student expectations
- Manages time effectively
- Captures and maintains students’ attention during instruction
- Creates an inviting atmosphere
- Monitors the classroom and divides attention among all students
- Uses positive methods to teach behavior

#### 1.0 Unacceptable
- Demonstrates minimal organizational skills & preparedness
- Sets unclear or unattainable student expectations
- Manages time ineffectively
- Neglects or loses students’ attention during instruction
- Creates an unwelcoming atmosphere with little flexibility
- Attends to only some students
- Uses inappropriate methods or punishments to teach behavior

**Comments:**

### Assessment & Evaluation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2.5</td>
<td>Acceptable</td>
</tr>
<tr>
<td>1.5</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

#### 3.0 Exemplary
- Monitors students’ understanding regularly to identify their specific needs
- Makes consistent instructional adjustments based on assessments
- Grades student work and provides instructive feedback in a timely manner
- Teaches to instructional levels of all students
- Uses an appropriate variety of multiple assessment strategies to evaluate learning objectives
- Adapts assessments and procedures for students with special needs

#### 2.0 Acceptable
- Monitors students’ understanding and identifies needs
- Makes instructional adjustments based on assessment data
- Grades student work and provides feedback in a timely manner
- Teaches to instructional levels of students
- Uses multiple assessment strategies to evaluate learning objectives
- Adapts assessments for students with special needs

#### 1.0 Unacceptable
- Monitors students’ understanding infrequently or inappropriately
- Makes inappropriate instructional adjustments based on assessments
- Grades student work inaccurately and/or provides feedback in an untimely manner
- Teaches without regard to instructional levels of students
- Uses few assessment strategies to evaluate the objectives
• Makes no adaptations to assessments for students with special needs

Comments:

**Professional Development**

<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>▪ Demonstrates responsibility and dependability</td>
<td>▪ Demonstrates dependability</td>
<td>▪ Demonstrate self as undependable</td>
</tr>
<tr>
<td></td>
<td>▪ Appears professional, confident, mature, poised, and seasoned</td>
<td>▪ Appears professional, confident, and mature</td>
<td>▪ Lacks confidence and maturity</td>
</tr>
<tr>
<td></td>
<td>▪ Invites constructive criticism and suggestions</td>
<td>▪ Welcomes constructive criticism and suggestions</td>
<td>▪ Avoids participation and ignores constructive criticism and suggestions</td>
</tr>
<tr>
<td></td>
<td>▪ Demonstrates a passion and strong commitment for teaching</td>
<td>▪ Shows enthusiasm and commitment for teaching</td>
<td>▪ Demonstrates a disinterest in teaching</td>
</tr>
<tr>
<td></td>
<td>▪ Seeks opportunities for professional development activities</td>
<td>▪ Participates in professional development activities</td>
<td>▪ Chooses not to participate in professional development activities</td>
</tr>
<tr>
<td></td>
<td>▪ Establishes collaborative working relationships with school personnel, families and community</td>
<td>▪ Works collaboratively with school personnel, families and community</td>
<td>▪ Works alone, maintaining little contact with school personnel, families and community</td>
</tr>
</tbody>
</table>

Comments:

**Overall Score** (*This is not an average of the scores above; rather it is your decision about the teacher candidate’s overall capability to teach.*)

___ Exemplary (Exceeds expectations)
___ Acceptable (Meets expectations)
___ Unacceptable (Fails to meet expectations)

Evaluator: ___________________________ Date: ___________________________