

Bluefield State College has one primary program offering certification in K-6 Elementary Education.

Student Teaching Content Evaluation **Data: Elementary Education (CAEP - Elementary Education K-6 Program)**

This assessment was piloted in Fall 2020.

Indicators		Spring 2021 n = 12				Fall 2020 n = 15				Spring 2020 This assessment was not in use at this time.			
		Accomplished	Competent	Developing	Beginning	Accomplished	Competent	Developing	Beginning	Accomplished	Competent	Developing	Beginning
Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs													
1.a	Cooperating Teacher	11 / 92%	1 / 8%	0	0	9 / 60%	6 / 40%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
1.b	Cooperating Teacher	11 / 92%	1 / 8%	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
1.c	Cooperating Teacher	9 / 75%	3 / 25%	0	0	9 / 60%	5 / 33%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
Standard 2: – Understanding and Applying Content and Curricular Knowledge for Teaching													
2.a	Cooperating Teacher	12 / 100%	0	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
2.b	Cooperating Teacher	9 / 75%	3 / 25%	0	0	10 / 67%	4 / 27%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
2.c	Cooperating Teacher	10 / 83%	2 / 17%	0	0	7 / 47%	7 / 47%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
2.d	Cooperating Teacher	11 / 92%	1 / 8%	0	0	8 / 53%	7 / 47%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA

Standard 3: Assessing, Planning, and Designing Contexts for Learning													
3.a	Cooperating Teacher	12 / 100%	0	0	0	9 / 60%	6 / 40%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
3.b	Cooperating Teacher	11 / 92%	1 / 8%	0	0	9 / 60%	5 / 33%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
3.c	Cooperating Teacher	12 / 100%	0	0	0	9 / 60%	6 / 40%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
3.d	Cooperating Teacher	12 / 100%	0	0	0	8 / 53%	6 / 40%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
3.e	Cooperating Teacher	12 / 100%	0	0	0	11 / 73%	4 / 27%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
3.f	Cooperating Teacher	9 / 75%	3 / 25%	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
Standard 4: Supporting Each Child's Learning Using Effective Instruction													
4.a	Cooperating Teacher	12 / 100%	0	0	0	11 / 73%	3 / 20%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.b	Cooperating Teacher	12 / 100%	0	0	0	8 / 53%	7 / 47%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.c	Cooperating Teacher	12 / 100%	0	0	0	8 / 53%	7 / 47%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.d	Cooperating Teacher	12 / 100%	0	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA

	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.e	Cooperating Teacher	11 / 92%	1 / 8%	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.f	Cooperating Teacher	8 / 67%	4 / 33%	0	0	10 / 67%	4 / 27%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
4.g	Cooperating Teacher	11 / 92%	1 / 8%	0	0	10 / 67%	4 / 27%	1 / 7%	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
Standard 5: Developing as a Professional													
5.a	Cooperating Teacher	8 / 67%	4 / 33%	0	0	7 / 47%	8 / 53%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
5.b	Cooperating Teacher	12 / 100%	0	0	0	9 / 60%	6 / 40%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA
5.c	Cooperating Teacher	12 / 100%	0	0	0	10 / 67%	5 / 33%	0	0	NA	NA	NA	NA
	College Supervisor	*	*	*	*	*	*	*	*	NA	NA	NA	NA

This instrument was piloted / adopted at the same time as the year-long residency model for student teaching so students no longer have 2 placements.

*College supervisors were not permitted in school buildings for observations in fall 2020 and spring 2021 due to the COVID-19 pandemic.

Student Teaching Content Evaluation Rubric: Elementary Education (CAEP - Elementary Education K-6 Program)

Bluefield State College School of Education
Student Teaching Content Evaluation: K-6 Elementary Final
 (2018 CAEP Elementary Standards)

Please rate the teacher candidate with a score of 1, 2, 3, or 4 based on his/her performance.

	Accomplished Candidate 4	Competent Candidate 3	Developing Candidate 2	Beginning Candidate 1
Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs				
Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning				
1.a) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.				
1a Score ____	Candidate demonstrates a clear understanding of how children grow, develop, and learn, and is able to design and implement developmentally appropriate and challenging learning experiences based on children’s unique strengths and needs.	Candidate demonstrates an understanding of how children grow, develop, and learn, and is able to design and implement developmentally appropriate learning experiences based on children’s strengths and needs.	Candidate demonstrates an understanding of how children develop and learn, but inconsistently designs and implements developmentally appropriate learning instructions based on children’s strengths and needs.	Candidate does not demonstrate an understanding of how children develop and learn and does not design or implement developmentally appropriate learning instructions based on children’s strengths and needs.
1.b) Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.				
1b Score ____	Candidate demonstrates a clear understanding of diversity among students, families, cultures, and communities, and uses this knowledge to design and implement inclusive learning experiences and settings that capitalize on students’ individual strengths and address their needs.	Candidate demonstrates an understanding of diversity among students, families, cultures, and communities, and uses this knowledge to design and implement learning experiences and settings that capitalize on students’ individual strengths and address their needs.	Candidate demonstrates an understanding of diversity among students, families, cultures, and communities, but inconsistently uses this knowledge to design or implement inclusive learning experiences and settings to capitalize on students’ strengths and address their needs.	Candidate does not demonstrate an understanding of diversity among students, families, cultures, or communities, and does not design or implement inclusive learning experiences.
1.c) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.				
1c Score ____	Candidate consistently displays the ability to involve and skillfully collaborate with families to support children’s learning and maximize their development and engagement.	Candidate displays the ability to involve and collaborate with families to support children’s learning, development, and engagement.	Candidate inconsistently displays the ability to involve and/or collaborate with families to support children’s development, learning, and engagement.	Candidate lacks the ability to involve or collaborate with families to support children’s development, learning, or engagement.
Standard 2: – Understanding and Applying Content and Curricular Knowledge for Teaching				
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.				
2.a) Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.				

2a Score ____	Candidate clearly displays an understanding of the major theories, research, and components of oral communication, reading, and writing development. Candidate demonstrates the ability to orally communicate and write effectively for a variety of purposes and audiences.	Candidate displays an understanding of the theories, research, and components of oral communication, reading, and writing development. Candidate demonstrates the ability to orally communicate and write for a variety of purposes and audiences.	Candidate sometimes displays an understanding of the theories, research, and components of oral communication, reading, and writing development. Candidate inconsistently demonstrates the ability to orally communicate and write effectively.	Candidate lacks an understanding of the theories, research, and components of oral communication, reading, and writing development. Candidate lacks an ability to orally communicate or write effectively.
2.b) Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.				
2b Score ____	Candidate consistently demonstrates an understanding of essential math elements across domains and in a variety of learning contexts. Candidate displays an ability to apply major mathematic concepts, algorithms, procedures, applications, and practices.	Candidate demonstrates an understanding of math elements across domains and in some contexts. Candidate displays an ability to apply mathematic concepts, algorithms, procedures, applications, and practices.	Candidate demonstrates an understanding of math elements across domains and in a variety of learning contexts, but inconsistently applies mathematic concepts, algorithms, procedures, applications, and practices.	Candidate lacks an understanding of essential math elements across domains and in a variety of learning contexts. Candidate lacks an ability to apply mathematic concepts, algorithms, procedures, applications, or practices.
2.c) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.				
2c Score ____	Candidate regularly displays an understanding of and ability to assimilate the essential aspects of science and engineering practices, cross-cutting concepts, and primary theories of the main content areas of science.	Candidate displays an understanding of and ability to assimilate aspects of science and engineering practices, cross-cutting concepts, and theories of the main content areas of science.	Candidate appears to understand, but not assimilate, aspects of science and engineering practices, cross-cutting concepts, and primary theories of the main content areas of science.	Candidate lacks an understanding of and does not assimilate aspects of science and engineering practices, cross-cutting concepts, or theories of the main content areas of science.
2.d) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.				
2d Score ____	Candidate consistently displays knowledge of the central concepts and tools of Civics, Economics, Geography, and History, and teaches this content using pedagogical practices based on a framework of informed inquiry.	Candidate displays knowledge of the central concepts and tools of Civics, Economics, Geography, and History, and teaches this content using a framework of informed inquiry.	Candidate displays knowledge of the central concepts and tools of Civics, Economics, Geography, and History, but inconsistently teaches this content using a framework of informed inquiry.	Candidate lacks adequate knowledge of the central concepts and tools of Civics, Economics, Geography, and History, and does not teach this content using a framework of informed inquiry.
Standard 3: Assessing, Planning, and Designing Contexts for Learning				
Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.				
3.a) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.				
3a Score ____	Candidate consistently designs, selects, adapts and administers a variety of informal and formal assessments to determine what students know and are able to do. Candidate regularly gathers and interprets data on student's learning, development and engagement.	Candidate designs, selects, adapts and administers informal and formal assessments to determine what students know and are able to do. Candidate gathers and interprets data on student's learning, development and engagement.	Candidate inconsistently demonstrates an ability to design, select, adapt and administer informal and formal assessments to determine what students know and are able to do. Candidate sometimes gathers and interprets data on student's learning, development and engagement.	Candidate lacks an ability to design, select, adapt or administer informal and formal assessments to determine what students know and are able to do. Candidate does not gather or interpret data on student's learning, development and engagement.

3.b) Candidates use assessment results to improve instruction and monitor learning.				
3b Score ____	Candidate consistently uses diverse assessment data to plan, monitor, guide, and revise instruction, and to provide detailed, task-specific feedback to learners about their achievement and engagement.	Candidate uses diverse assessment data to plan, monitor, guide, and revise instruction, and to provide task-specific feedback to learners about their achievement and engagement.	Candidate uses diverse assessment data to plan, monitor, guide, and revise instruction, and to provide task-specific feedback to learners about their achievement and engagement.	Candidate does not use assessment data to plan, monitor, guide, or revise instruction, or to provide task-specific feedback to learners about their achievement or engagement.
3.c) Candidates plan instruction including goals, materials, learning activities and assessments.				
3c Score ____	Candidate effectively designs lesson plans that provide instructional strategies, resources, materials, and learning environments that address learners' strengths and needs. Candidate consistently plans how he/she will measure instructional impact on student learning.	Candidate designs lesson plans that provide instructional strategies, resources, materials, and learning environments that address learners' strengths and needs. Candidate plans how he/she will measure instructional impact on student learning.	Candidate designs lesson plans that provide instructional strategies, resources, materials, and learning environments that address learners' strengths and needs, but inconsistently plans how he/she will measure the instructional impact on student learning.	Candidate never designs lesson plans that provide instructional strategies, resources, materials, or learning environments that address learners' strengths or needs. Candidate does not plan how he/she will measure the instructional impact on student learning.
3.d) Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.				
3d Score ____	Candidate consistently differentiates instruction by assessing, planning, and engaging students whose readiness, interests, and strengths differ from each other. Candidate consistently uses diverse instructional practices to make learning accessible for each student.	Candidate differentiates instruction by assessing, planning, and engaging students whose readiness, interests, and strengths differ from each other. Candidate use instructional practices to make learning accessible for each student.	Candidate sometimes differentiates instruction by assessing, planning, and engaging students whose readiness, interests, and strengths differ from each other, but does not implement diverse instructional practices to make learning accessible for each student.	Candidate never differentiates instruction by assessing, planning, or engaging students whose readiness, interests, and strengths differ from each other. Candidate does not use diverse instructional practices to make learning accessible for each student.
3.e) Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.				
3e) Score ____	Candidate consistently and effectively manages the classroom learning environment by involving students in designing and maintaining social norms that assure safety, positive interpersonal interactions, and mutual respect.	Candidate manages the classroom learning environment by involving students in designing and maintaining social norms that assure safety, positive interpersonal interactions, and mutual respect.	Candidate inconsistently manages the classroom learning environment by involving students in designing and maintaining social norms that assure safety, positive interpersonal interactions, and mutual respect.	Candidate never manages the classroom learning environment by involving students in designing or maintaining social norms that assure safety, positive interpersonal interactions, or mutual respect.
3.f) Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.				
3f) Score ____	Candidate consistently supports student motivation and engagement in learning by creating explicit plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners.	Candidate supports student motivation and engagement in learning by creating plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners.	Candidate supports student motivation and engagement in learning, but inconsistently shares control with learners, makes school learning relevant, or enables students to become self-regulating learners.	Candidate never supports student motivation or engagement in learning, and rarely if ever shares control with learners, makes school learning relevant, or enables students to become self-regulating learners.
Standard 4: Supporting Each Child's Learning Using Effective Instruction				
Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.				
4a) Candidates use a variety of instructional practices that support the learning of every child.				
4a	Candidate consistently and effectively implements varied instructional practices to	Candidate implements varied instructional practices to differentiate instruction based on the	Candidate sometimes implements varied instructional practices to differentiate	Candidate never implements varied instructional practices to differentiate

Score ____	differentiate instruction based on the diverse backgrounds, knowledge, and characteristics of each child.	diverse backgrounds, knowledge, and characteristics of each child.	instruction, but does not consistently consider the backgrounds, knowledge, and characteristics of each child.	instruction based on the backgrounds, knowledge, and characteristics of each child.
4b) Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.				
4b Score ____	Candidate consistently designs and teaches a cohesive sequence of lessons to support children in developing sophisticated concepts, skills and practices, and deep understanding of content.	Candidate consistently designs and teaches a cohesive sequence of lessons to support children in developing sophisticated concepts, skills and practices, and deep understanding of content.	Candidate consistently designs and teaches a cohesive sequence of lessons to support children in developing sophisticated concepts, skills and practices, and deep understanding of content.	Candidate consistently designs and teaches a cohesive sequence of lessons to support children in developing sophisticated concepts, skills and practices, and deep understanding of content.
4c) Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.				
4c Score ____	Candidate consistently provides explanation of the content, strategy, or skill to be learned, focus instruction on the steps that lead to children's learning, and uses scaffolds to guide the learner.	Candidate provides explanation of the content, strategy, or skill to be learned, focus instruction on the steps that lead to children's learning, and uses scaffolds to guide the learner.	Candidate provides explanation of the content, strategy, or skill to be learned, focus instruction on the steps that lead to children's learning, but rarely scaffolds to guide the learner.	Candidate fails to explain the content, strategy, or skill to be learned, focus instruction on the steps that lead to children's learning, or use scaffolds to guide the learner.
4d) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.				
4d Score ____	Candidate skillfully and consistently uses constructive feedback to demonstrate where children are with regard to instructional objectives, learning a particular concept or skill, and engagement in learning.	Candidate uses constructive feedback to demonstrate where children are with regard to instructional objectives, learning a particular concept or skill, and engagement in learning.	Candidate sometimes uses constructive feedback to demonstrate where children are with regard to instructional objectives, learning a particular concept or skill, and engagement in learning.	Candidate never uses constructive feedback to demonstrate where children are with regard to instructional objectives, provide direct support to learn a particular concept or skill, or to stimulate engagement in learning.
4e) Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.				
4e Score ____	Candidate consistently and skillfully implements diverse strategies to facilitate whole-class discussions so that children may collaboratively investigate specific content, strategies, and skills.	Candidate implements diverse strategies to facilitate whole-class discussions so that children may collaboratively investigate specific content, strategies, and skills.	Candidate implements strategies to facilitate whole-class discussions, but does not consistently provide children with opportunities to collaboratively investigate specific content, strategies, and skills.	Candidate never implements strategies to facilitate whole-class discussions or provide children with opportunities to collaboratively investigate specific content, strategies, or skills.
4f) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.				
4f Score ____	Candidate consistently and effectively uses small group instruction to differentiate teaching to meet the learning needs of every child by providing more focused, intensive instruction.	Candidate uses small group instruction to differentiate teaching to meet the learning needs of every child by providing more focused, intensive instruction.	Candidate sometimes uses small group instruction to differentiate teaching to meet the learning needs of every child, but inconsistently provides more focused, intensive instruction.	Candidate never uses small group instruction to differentiate teaching or to meet the learning needs of students by providing more focused, intensive instruction.
4g) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.				
4g Score ____	Candidate consistently uses individual instruction to help a child clarify confusions, develop fundamental strategies, and develop complex understandings of content.	Candidate uses individual instruction to help a child clarify confusions, develop fundamental strategies, and develop complex understandings of content.	Candidate sometimes uses individual instruction to help a child clarify confusions, develop fundamental strategies, and develop complex understandings of content.	Candidate never uses individual instruction to help a child clarify confusions, develop fundamental strategies, or develop complex understandings of content.
Standard 5: Developing as a professional				

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.				
5a) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.				
5a Score ____	Candidate consistently accesses information from multiple sources, including local, state, and national education policies that he/she actively shares with colleagues when it is relevant to students' development and achievement.	Candidate consistently accesses information from multiple sources, including local, state, and national education policies that he/she shares with colleagues when it is relevant to students' development and achievement.	Candidate sometimes accesses information from multiple sources, including local, state, and national education policies that he/she shares with colleagues when it is relevant to students' development and achievement.	Candidate never accesses information from multiple sources, including local, state, or national education policies, and never shares with colleagues when it is relevant to students' development and achievement.
5b) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.				
5b Score ____	Candidate consistently shows evidence of reflective approaches to his/her work, analyzes his/her own practices in a broader context, and uses standards of ethical practice to modify, improve, and implement his/her professional learning plan.	Candidate shows evidence of reflective approaches to his/her work, analyzes his/her own practices in a broader context, and uses standards of ethical practice to modify, improve, and implement his/her professional learning plan.	Candidate sometimes implements reflective approaches to his/her work and analyzes his/her own practices in a broader context, but rarely uses standards of ethical practice to modify, improve, or implement his/her professional learning plan.	Candidate never implements reflective approaches to his/her work, analyzes his/her own practices in a broader context, or uses reflections to modify, improve, or implement his/her professional learning plan.
5c) Candidates participate in peer and professional learning communities to enhance student learning.				
5c Score ____	Candidate clearly understands the importance of career-long learning and how to participate in relevant learning communities in person or through the use of technology.	Candidate understands the importance of career-long learning and how to participate in relevant learning communities in person or through the use of technology.	Candidate understands the importance of career-long learning, but inconsistently participates in relevant learning communities in person or through the use of technology.	Candidate never demonstrates an understanding of the importance of career-long learning or how to participate in relevant learning communities in person or through the use of technology.

Student Teaching Content Evaluation Data: Elementary Education (Elementary - ACEI) This assessment was discontinued in Spring 2021.

Indicators		Spring 2021 This assessment was discontinued.			Fall 2020 n = 15			Spring 2020* N=15		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
Development, Learning, and Motivation										
1.0 Development and Learning	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	13 / 87%	2 / 13%	0
	College Supervisor	NA	NA	NA	+	+	+	12 / 80%	3 / 20%	0
2.1 Reading, Writing, and Oral Language	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	14 / 93%	1 / 7%	0
	College Supervisor	NA	NA	NA	+	+	+	14 / 93%	1 / 7%	0
2.2 Science	Cooperating Teacher	NA	NA	NA	14 / 93%	1 / 7%	0	13 / 87%	2 / 13%	0
	College Supervisor	NA	NA	NA	+	+	+	12 / 80%	3 / 20%	0
2.3 Mathematics	Cooperating Teacher	NA	NA	NA	14 / 93%	1 / 7%	0	12 / 80%	3 / 20%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
2.4 Social Studies	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	11 / 73%	4 / 27%	0
	College Supervisor	NA	NA	NA	+	+	+	12 / 80%	3 / 20%	0
2.5 The Arts	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	13 / 87%	2 / 13%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
2.6 Health Education	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	14 / 93%	1 / 7%	0
	College Supervisor	NA	NA	NA	+	+	+	12 / 80%	3 / 20%	0
2.7 Physical Education	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	12 / 80%	3 / 20%	0

	College Supervisor	NA	NA	NA	+	+	+	11 / 73%	4 / 27%	0
3.1 Integrating / Applying Knowledge for Instruction	Cooperating Teacher	NA	NA	NA	14 / 93%	1 / 7%	0	11 / 73%	4 / 27%	0
	College Supervisor	NA	NA	NA	+	+	+	11 / 73%	4 / 27%	0
3.2 Adaptation to Diverse Students	Cooperating Teacher	NA	NA	NA	13 / 87%	2 / 13%	0	12 / 80%	3 / 20%	0
	College Supervisor	NA	NA	NA	+	+	+	14 / 93%	1 / 7%	0
3.3 Development of Critical Thinking and Problem Solving	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	11 / 73%	4 / 27%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
3.4 Active Engagement in Learning	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	13 / 87%	2 / 13%	0
	College Supervisor	NA	NA	NA	+	+	+	15 / 100%	0	0
3.5 Communication to Foster Collaboration	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	14 / 93%	1 / 7%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
4.0 Assessment for Instruction	Cooperating Teacher	NA	NA	NA	14 / 93%	1 / 7%	0	13 / 87%	2 / 13%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
5.1 Professional Growth, Reflection, and Evaluation	Cooperating Teacher	NA	NA	NA	15 / 100%	0	0	14 / 93%	1 / 7%	0
	College Supervisor	NA	NA	NA	+	+	+	13 / 87%	2 / 13%	0
5.2 Collaboration with Families, Colleagues, and	Cooperating Teacher	NA	NA	NA	14 / 93%	1 / 7%	0	14 / 93%	1 / 7%	0
	College Supervisor	NA	NA	NA	+	+	+	12 / 80%	3 / 20%	0

Community Agencies										
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This instrument was only used once during the fall 2020 semester due to the implementation of the year-long residency model for student teaching resulting in students no longer having 2 placements.
*In Spring 2020, candidates did not receive 2nd placement evaluations due to school closures related to the COVID-19 pandemic. Data is from 1st placement only.
+College supervisors were not permitted in school buildings for observations in fall 2020 and spring 2021 due to the COVID-19 pandemic.

Student Teaching Content Evaluation Rubric: Elementary Education (ACEI - Elementary Education K-6 Program)

Accomplished (Consistently): Candidate is proficient and able to work independently

Emerging (Sometimes): Candidate has achieved minimum level of performance, will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory (Rarely): Candidate requires significant growth and practice before being eligible for certification.

		Accomplished (Consistently)	Emerging (Sometimes)	Unsatisfactory (Rarely)
Standard 1: Development, Learning and Motivation		3	2	1
1.0	Development and Learning - Knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge, and motivation.			
Comments:				
Standard 2: Curriculum		3	2	1
2.1	Reading, Writing and Oral Language – Candidate demonstrates a high level of competence in use of English language arts and they know, understand, and use concepts, from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.			
Comments:				
2.2	Science – Candidate knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences. Can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.			
Comments:				
2.3	Mathematics – Candidate knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage problem solving, reasoning and proof, communication, connections and representation.			
Comments:				
2.4	Social Studies – Candidate knows, understands, and uses the major concepts and modes of inquiry from the social studies- the integrated study of history, geography, the social sciences, and other related areas- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.			
Comments:				

2.5	The Arts – Candidate knows, understands and uses- as appropriate to their own understanding and skills- the content, functions, and achievements of the performing arts (dance, music, theatre) and visual arts as primary media for communication, inquiry and engagement among elementary students.			
Comments:				
2.6	Health Education – Candidate knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.			
Comments:				
2.7	Physical Education – Candidate knows, understands, and uses – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhance quality of life for elementary students.			
Comments:				
Standard 3: Instruction		3	2	1
3.1	Integrating and Applying Knowledge for Instruction - Candidate plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.			
Comments:				
3.2	Adaptation to Diverse Students – Candidate understands how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.			
Comments:				
3.3	Development of Critical Thinking and Problem Solving – Candidate understands and uses a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.			
Comments:				
3.4	Active Engagement in Learning – Candidate uses their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.			
Comments:				
3.5	Communication to Foster Collaboration – Candidate uses their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.			

Comments:				
Standard 4: Assessment		3	2	1
4.0	Assessment for Instruction – Candidate knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.			
Comments:				
Standard 5: Professionalism				
5.1	Professional Growth, Reflection and Evaluation – Candidate is aware of and reflects on his/her practice in light of research on teaching, professional ethics, and resources available for professional learning. He/she continually evaluates the effects of his/her professional decisions and actions on students, families and other professionals in the learning community and actively seeks out opportunities to grow professionally.			
Comments:				
5.2	Collaboration with Families – Candidate knows the importance of establishing and maintaining a positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.			
Comments:				

_____ Recommendation of Supervisors: The undersigned agree that the student has successfully completed the student teaching experience. It is recommended that the stipulated hours of credit be entered on the student’s record. It is also agreed that upon completion of the approved program requirements at Bluefield State College, the student be recommended for a teaching license at the appropriate level and /or subject area of specialization.

_____ Non-recommendation of supervisors: The undersigned agree that the student has not successfully completed student teaching; no credit will be entered on the students’ record.

	College Supervisor	+	+	+	0	0	0	0	0	0
III. Element 3	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
III. Element 4 (a)	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
III. Element 4 (b)	Cooperating Teacher	1 / 50%	1 / 50%	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
III. Element 5	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
III. Element 6	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
IV. Element 1	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
IV. Element 2	Cooperating Teacher	1 / 50%	1 / 50%	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
IV. Element 3	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
IV. Element 4	Cooperating Teacher	1 / 50%	1 / 50%	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0

V. Element 1	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
V. Element 2 (a)	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
V. Element 2 (b)	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
V. Element 2 (c)	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
V. Element 3	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
V. Element 4	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
VI. Element 1	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
VI. Element 2	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0
VII. Element 1	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0

VII. Element 2	Cooperating Teacher	2 / 100%	0	0	0	0	0	0	0	0
	College Supervisor	+	+	+	0	0	0	0	0	0

+College supervisors were not permitted in school buildings for observations in fall 2020 and spring 2021 due to the COVID-19 pandemic.

Student Teaching Content Evaluation Rubric: ELA (NCTE – 5-9 English Language Arts Endorsement)

*Bluefield State College School of Education
Student Teaching Content Evaluation: English 5-9 Specialization Final
(NCTE Standards)*

Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.		
Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts. (InTASC 4)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Demonstrates a high level of knowledge about print and non-print texts that address a broad range of topics and genres. Consistently demonstrates an ability to draw on literary theory to analyze and critique texts.	Demonstrates adequate or emerging knowledge about print and non-print texts that address a range of topics and genres. Demonstrates an adequate ability to draw on literary theory to analyze and critique texts.	Demonstrates inadequate knowledge about print and non-print texts that address a broad range of topics and genres. Demonstrates an inadequate ability to draw on literary theory to analyze and critique texts.
Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments. (InTASC 4)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely shows expert knowledge of how adolescents read and interpret texts, and make meaning through interaction with media.	Shows sufficient or emerging knowledge of how adolescents read and interpret texts, and make meaning through interaction with media.	Does not show adequate knowledge of how adolescents read and interpret texts, or make meaning through interaction with media.
II. Candidates demonstrate knowledge of ELA subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.		
Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse. (InTASC 5)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently addresses all aspects of the specified ELA curriculum during planning and instructional delivery, including language, writing, and the use of multi-media (including technology). shows a high level of knowledge about adolescents as language users.	Addresses most aspects of the specified ELA curriculum during planning and instructional delivery, including language, writing, and/or the use of multi-media (including technology). shows knowledge or an awareness of adolescents as language users.	Overlooks many aspects of the specified ELA curriculum during planning and instructional delivery (e.g., language, writing, and/or the use of multi-media including technology); shows minimal or no knowledge about adolescents as language users.
Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society. (InTASC 4)		
Accomplished 3	Emerging 2	Unsatisfactory 1

Consistently shows proficiency in the use of grammar and mechanics of the English language; fully understands the process of language acquisition, effects of English language history on current ELA content, and the societal impact of language.	Shows adequate knowledge of the use of grammar and mechanics of the English language; shows an understanding of the process of language acquisition, effects of English language history on current ELA content, and the societal impact of language.	Shows limited or no knowledge of how grammar is properly used or the mechanics of the English language; fails to understand how language is acquired, the effects of English language history on current ELA content, or the societal impact of language.
Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments. (InTASC 1)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely shows expert knowledge of how adolescents compose texts, and make meaning through interaction with media.	Shows sufficient or emerging knowledge of how adolescents compose texts, and make meaning through interaction with media.	Shows inadequate knowledge of how adolescents compose texts, or make meaning through interaction with media.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.		
Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. (InTASC 2)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Addresses all aspects of the specified standards-based ELA curriculum during planning and instructional delivery, and consistently implements a wide variety of instructional strategies to effectively motivate and support the successful learning of every student.	Addresses most aspects of the specified standards-based ELA curriculum during planning and instructional delivery, and implements instructional strategies to motivate and support the learning of every student.	Overlooks many key aspects of the specified standards-based ELA curriculum during planning and instructional delivery, and fails to implement instructional strategies that effectively motivate and support the successful learning of every student.
Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. (InTASC 6)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Successfully and consistently implements a wide variety of instructional assessments that reflect a thorough understanding of students' development of reading, writing, speaking, listening, viewing, and presenting skills.	Implements instructional assessments that reflect an adequate or emerging understanding of students' development of reading, writing, speaking, listening, viewing, and presenting skills.	Does not implement instructional assessments that adequately measure students' development of reading, writing, speaking, listening, viewing, and presenting skills.
Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. (InTASC 7)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Provides students with frequent, effective individual and group-based opportunities to practice a variety of research-based reading strategies.	Provides students with opportunities to practice a variety of research-based reading strategies.	Provides students with few or no opportunities to practice and develop research-based reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. (InTASC 6,7)		
Accomplished 3 (InTASC 6)	Emerging 2	Unsatisfactory 1
Routinely understands and uses multiple methods of assessment to inform instruction by providing data about learner interests, proficiencies, and reading processes to guide the teacher’s and learner’s decision-making.	Understands and uses multiple methods of assessment, a majority of the time, to inform instruction by providing data about learner interests, proficiencies, and reading processes to guide the teacher’s and learner’s decision-making.	Shows limited ability to understand and use multiple methods of assessment to inform instruction by providing data about learner interests, proficiencies, and reading processes to guide the teacher’s and learner’s decision-making.
Accomplished 3 (InTASC 7)	Emerging 2	Unsatisfactory 1
Routinely considers student data related to personal interests and reading when designing or selecting appropriate reading assessments that inform instruction.	Most of the time, considers student data related to personal interests and reading when designing or selecting appropriate reading assessments that inform instruction.	Rarely or never considers student data related to personal interests and reading when designing or selecting appropriate reading assessments that inform instruction.
Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. (InTASC 7)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently demonstrates a high ability to design and deliver instruction based on the structure, history, and conventions of the English language to effectively support students’ understanding and interpretation of print and non-print texts.	Demonstrates an adequate or emerging ability to design and deliver instruction based on the structure, history, and conventions of the English language to support students’ understanding and interpretation of print and non-print texts.	Demonstrates an inadequate ability to design and/or deliver quality based on the structure, history, and conventions of the English language to support students’ understanding and interpretation of print and non-print texts.
Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. (InTASC 7)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Shows a solid ability to plan instruction that integrates multiple curricula and interdisciplinary approaches and materials.	Shows an emerging ability to plan instruction that integrates multiple curricula and interdisciplinary approaches and materials.	Shows limited or no ability to plan instruction that integrates multiple curricula and interdisciplinary approaches and materials.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.		
Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. (InTASC 7)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently provides students with effective, research-based individual and collaborative opportunities to practice composing text using current technology;	Provides students with adequate opportunities to practice composing text using current technology; reflects an adequate or emerging understanding of writing processes	Does not provide students with adequate opportunities to practice composing text using current technology; reflects limited or no understanding of writing processes and strategies for different genres, purposes, and audiences.

reflects a strong understanding of writing processes and strategies for different genres, purposes, and audiences.	and strategies for different genres, purposes, and audiences.	
Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. (InTASC 6)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Designs a variety of appropriate, research-based assessments that effectively measure and stimulate students' thought processes and writing skills over time.	Designs a research-based assessments that adequately measure and stimulate students' thought processes and writing skills over time.	Does not design appropriate, assessments that adequately measure and/or stimulate students' thought processes and writing skills.
Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. (InTASC 5)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently designs instruction that provides students with multiple opportunities to develop writing skills using language conventions (e.g., grammar, usages, and mechanics) for a variety of audiences, purposes and modalities.	Designs instruction that provides students with adequate opportunities to develop writing skills using language conventions (e.g., grammar, usages, and mechanics) for a variety of audiences, purposes and modalities.	Does not design instruction that adequately provides students with adequate opportunities to develop writing skills using language conventions (e.g., grammar, usages, and mechanics) for a variety of audiences, purposes and modalities.
Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. (InTASC 5)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely plans instruction that incorporates students' home and community languages to effectively promote students' ability to manipulate language conventions for a variety of audiences and purposes.	Plans instruction that incorporates students' home and community languages to adequately promote students' ability to manipulate language conventions for a variety of audiences and purposes.	Does not provide instruction that adequately incorporates students' home and community languages to adequately promote students' ability to manipulate language conventions for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.		
Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. (InTASC 8)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely considers curricular requirements and standards, school and community contexts, and students' linguistic and cultural backgrounds in the design and delivery of ELA instruction.	Adequately considers curricular requirements and standards, school and community contexts, and students' linguistic and cultural backgrounds in the design and delivery of ELA instruction.	Shows little or no consideration of curricular requirements, standards, school and community contexts, or students' linguistic and cultural backgrounds in the design and delivery of ELA instruction.
Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. (InTASC 2,3,8)		

Accomplished 3 (InTASC 2)	Emerging 2	Unsatisfactory 1
Critically examines a variety of student data to create inclusive classroom environments in which all students' learning needs are met, and students feel valued and fully participate in the ELA learning process.	Considers student data to create inclusive classroom environments which meet the majority of students' learning needs, and in which students feel valued and participate fully in the ELA learning process.	Does not adequately consider student data to create inclusive classroom environments in which the majority of students' learning needs are met, and students feel valued and fully participate in the ELA learning process.
Accomplished 3 (InTASC 3)	Emerging 2	Unsatisfactory 1
Uses student data to create environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	Uses student data to create environments that support most students' individual and collaborative learning, while encouraging positive social interaction, active engagement in learning, and self-motivation.	Does not adequately use student data to create environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.
Accomplished 3 (InTASC 8)	Emerging 2	Unsatisfactory 1
Applies student data in understanding and using a variety of instructional strategies to encourage learners to develop a deep understanding of the content, and to build skills and apply knowledge in meaningful ways.	Applies student data in understanding and using a variety of instructional strategies to encourage the majority of learners to develop a deep understanding of the content, and to build skills and apply knowledge in meaningful ways.	Applies student data in understanding and using a variety of instructional strategies to encourage learners to develop a deep understanding of the content, and to build skills and apply knowledge in meaningful ways.
Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. (InTASC 6)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently considers results from a variety of assessments, including students' self-assessments, to effectively plan ELA instruction; consistently communicates with students in ways that promote their active involvement in their learning success.	Considers results from a variety of assessments, including students' self-assessments, to plan ELA instruction; communicates with students in ways that encourage their involvement in their learning success.	Does not adequately consider results from a variety of assessments, including students' self-assessments, to plan ELA instruction; does not communicate with students in ways that encourage their involvement in their learning success.
Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. (InTASC 8)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely considers current research on student learning in ELA to skillfully select, create, and implement a variety of instructional strategies and teaching resources, including technology.	Adequately considers current research on student learning in ELA to select, create, and implement instructional strategies and teaching resources, including technology.	Shows little or no consideration of current research on student learning in ELA when selecting, creating, and/or implementing instructional strategies and teaching resources.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. (InTASC 10)

Accomplished 3	Emerging 2	Unsatisfactory 1
During instructional design and delivery, routinely makes meaningful connections between topics from the ELA curriculum to developments in social justice, diversity, equity, student identities, and schools as institutions to enhance students' learning opportunities in ELA.	During instructional design and delivery, makes adequate connections between topics from the ELA curriculum to developments in social justice, diversity, equity, student identities, and schools as institutions to enhance students' learning opportunities in ELA.	During instructional design and delivery, does not make adequate connections between topics from the ELA curriculum to developments in social justice, diversity, equity, student identities, and schools as institutions to enhance students' learning opportunities in ELA.
Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. (InTASC 10)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Routinely designs and implements effective, research-based ELA instruction that provides diverse students with learning opportunities based on their national and international histories, personal identities, and languages/dialects.	Adequately designs and implements research-based ELA instruction that provides diverse students with learning opportunities based on their national and international histories, personal identities, and languages/dialects.	Does not adequately design or implement research-based ELA instruction that provides diverse students with learning opportunities based on their national and international histories, personal identities, and languages/dialects.
VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.		
Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (InTASC 9)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Consistently models literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.	Adequately models literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.	Does not adequately model literate or ethical practices in ELA teaching, or engage in/reflect on a variety of experiences related to ELA.
Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (InTASC 9)		
Accomplished 3	Emerging 2	Unsatisfactory 1
Shows readiness and skill in the areas of leadership, collaboration, ongoing professional development, and community engagement through consistent, highly reflective participation in ELA experiences.	Shows readiness and knowledge in the areas of leadership, collaboration, ongoing professional development, and community engagement through reflective participation in ELA experiences.	Does not show readiness and knowledge in the areas of leadership, collaboration, ongoing professional development, or community engagement through reflective participation in ELA experiences.

Student Teaching Content Evaluation Data: Math (NCTM – 5-9 Mathematics Endorsement)

Indicators	Evaluator	2020 – 2021 Number of Candidates = 0			2019 – 2020 Number of Candidates = 1			2018 – 2019 Number of Candidates = 0		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
Content Knowledge NCTM-2012.ELEM.1 NCTM-2012.ELEM.1a	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2a	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2b	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2c	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2d	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0

Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2e	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Practices NCTM-2012.ELEM.2 NCTM-2012.ELEM.2f	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy NCTM-2012.ELEM.3 NCTM-2012.ELEM.3a	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy NCTM-2012.ELEM.3 NCTM-2012.ELEM.3b	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy NCTM-2012.ELEM.3 NCTM-2012.ELEM.3c	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy NCTM-2012.ELEM.3 NCTM-2012.ELEM.3d	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0

NCTM-2012.ELEM.3										
NCTM-2012.ELEM.3e	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.3										
NCTM-2012.ELEM.3f	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Content Pedagogy	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.3										
NCTM-2012.ELEM.3g	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Learning Environment	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.4										
NCTM-2012.ELEM.4a	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Learning Environment	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.4										
NCTM-2012.ELEM.4b	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Learning Environment	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.4										
NCTM-2012.ELEM.4c	College Supervisor	0	0	0	1 /100%	0	0	0	0	0

Mathematical Learning Environment NCTM-2012.ELEM.4 NCTM-2012.ELEM.4d	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Mathematical Learning Environment NCTM-2012.ELEM.4 NCTM-2012.ELEM.4e	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Impact on Student Learning NCTM-2012.ELEM.5 NCTM-2012.ELEM.5a	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Impact on Student Learning NCTM-2012.ELEM.5 NCTM-2012.ELEM.5b	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Impact on Student Learning NCTM-2012.ELEM.5 NCTM-2012.ELEM.5c	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Professional Knowledge and Skills	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0

NCTM-2012.ELEM.6 NCTM-2012.ELEM.6a	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Professional Knowledge and Skills	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.6 NCTM-2012.ELEM.6b	College Supervisor	0	0	0	1 /100%	0	0	0	0	0
Professional Knowledge and Skills	Cooperating Teacher	0	0	0	1 /100%	0	0	0	0	0
NCTM-2012.ELEM.6 NCTM-2012.ELEM.6c	College Supervisor	0	0	0	1 /100%	0	0	0	0	0

Student Teaching Content Evaluation **Rubric: Math (NCTM – 5-9 Mathematics Endorsement)**

Bluefield State College School of Education
 Student Teaching Content Evaluation: Math 5-9 Specialization Final
 (NCTM Standards)

Accomplished (Consistently): Candidate is proficient and able to work independently

Emerging (Sometimes): Candidate has achieved minimum level of performance, will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory (Rarely): Candidate requires significant growth and practice before being eligible for certification.

	Accomplished (Consistently)	Emerging (Sometimes)	Unsatisfactory (Rarely)
Standard 1: Content Knowledge Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	3	2	1
Preservice teacher candidates: 1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the <i>NCTM NCATE Mathematics Content for Middle Grades</i> .			
Standard 2: Mathematical Practices Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.	3	2	1
Preservice teacher candidates: 2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems, and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.			
2b) Reason abstractly, reflectively, and quantitatively with attention to units, construction viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.			
2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.			

2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.			
2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.			
2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communication, connecting, and representing.			
Standard 3: Content Pedagogy Effective teachers of middle grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematic-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide student with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and sue formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.	3	2	1
Preservice teacher candidates:			
3a) Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.			
3b) Analyze and consider research in planning for and leading student in rich mathematical learning experiences.			
3c) Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.			
3d) Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.			
3e) Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.			
3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all student.			
3g) Monitor students' progress, make instructional decision, and measure student' mathematical understanding and ability using formative and summative assessments.			
Standard 4: Mathematical Learning Environment Effective teachers of middle grades mathematics exhibit			
Preservice teacher candidates:			
4a) Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.			

4b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from previous knowledge and experiences.			
4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.			
4d) Demonstrate equitable and ethical treatment of and high expectations for all students.			
4e) Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.			
Standard 5: Impact on Student Learning Effective teachers of middle grades mathematics provide	3	2	1
Preservice teacher candidates:			
5a) Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems, logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.			
5b) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.			
5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which student' mathematical proficiencies have increased as a result of their instruction.			
Standard 6: Professional Knowledge and Skills Effective teachers of middle grades mathematics are lifelong learners and recognize	3	2	1
Preservice teacher candidates:			
6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.			
6b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.			
6c) Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.			

Student Teaching Content Evaluation Rubric: Science (NSTA – 5-9 Science Endorsement)

*Bluefield State College School of Education
Student Teaching Content Evaluation: Science 5-9 Specialization Final
(NSTA Standards)*

STANDARD 1: Curriculum and Planning

1A: CORE CONTENT: The candidate has a deep knowledge of the content and its inter-relatedness across disciplines and can move beyond basic competency to assure student mastery within and across the mastery of skills necessary for success in life and work		
Accomplished/Consistently 3	Emerging/Sometimes 2	Unsatisfactory /Rarely 1
Displays extensive/solid content knowledge and makes connections among central concepts within the discipline and other disciplines	Displays basic content knowledge; sometimes fails to make connections between and among concepts	Makes content errors; does not recognize errors made by students; difficulty relating content to WV content standards
1B PEDAGOGY: Has deep knowledge of the art and science of teaching in specific content and can facilitate experiences that advance creativity, innovation & problem solving (demonstrates an understanding of content of the lesson, complements the method of instruction, and considers pupil diversity		
Accomplished	Emerging	Unsatisfactory
Critically examines and uses a variety of strategies to foster active learning, critical thinking and problem solving. Designs instruction that provides for individual in learning styles and performance modes.	Most strategies are developed for active learning, critical thinking. Instruction usually provides for differences in learning styles and performance modes.	Strategies fail to provide opportunities for active learning or critical thinking without consideration of student diversity or differences in learning styles of performance modes.
1C: SETTING GOALS AND OBJECTIVES: Candidate uses standards-based approach to instruction aligned with state and local curriculum and sets instructional goals and objectives that describe what students will learn.		
Accomplished	Emerging	Unsatisfactory
Consistently creates long and short-range plans based on curriculum and state standards which include measurable objectives.	Long and short-range plans inconsistently integrate curriculum and state standards. Objectives are not always measureable.	Fails to create long and short-range plans integrating standards. Objectives are not measureable.
1D: DESIGNING INSTRUCTION: Designs instruction that engages students in meaningful instructional activities that support WV Content Standards and Objectives that result in intentional student learning.		
Accomplished	Emerging	Unsatisfactory
Creatively integrates content standards into lessons to make content meaningful and student learning intentional.	Inconsistent use of content standards to structure lessons without evidence of plans for intentional student learning.	Displays minimum understanding of how to use content standards to structure lesson. Fails to show evidence of planning for intentional student learning.
1E: STUDENT ASSESSMENTS: Uses a balanced approach to assure both assessment of learning and to provide both teacher and students information to guide future learning.		
Accomplished	Emerging	Unsatisfactory
Uses a variety of formal and informal assessment strategies to measure student understanding, progress and performance; uses results to design and adjust instruction based on student needs.	Usually makes use of assessment techniques to measure student understanding, progress and performance; usually/inconsistently uses results to design and adjust instruction.	Seldom uses assessment to measure student understanding. Fails to display use of assessment results to design and adjust instruction based on student needs.

STANDARD 2: The Learner and the Learning Environment

2A: UNDERSTANDING INTELLECTUAL/COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT: Understands intellectual, cognitive, social and emotional development as evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.		
Accomplished 3	Emerging 2	Unsatisfactory 1

Varies strategies and experiences to engage all students and to meet the usual and special intellectual, social, and physical developmental needs of all learners.	Usually designs strategies and experiences to engage students and to meet the needs of all learners developmentally-intellectual, social, and physical.	Fails to consider a variety of strategies and experiences to engage students. Rarely considers learning and developmental needs of all students.
2B: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT: Shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language communicating interest in students as individuals and encouraging student collaboration		
Accomplished 3	Emerging 2	Unsatisfactory 1
Maintains a positive classroom environment through high expectations. Responds to behavior in an effective and sensitive manner to students' individual needs.	Displays some ability to maintain a positive classroom environment by having high expectations. Usually responds to behavior effectively and generally is sensitive to students' individual needs.	Fails to maintain a positive classroom environment through high expectations for students. Does not respond to behavior problems effectively or display sensitivity based on students' individual needs.
2C: ESTABLISHING A CULTURE FOR LEARNING: Establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and teacher.		
Accomplished	Emerging	Unsatisfactory
Consistently maintains a learning environment that engages students in purposeful work and meaningful learning activities.	Sometimes creates a learning environment that engages students in meaningful learning activities.	Fails to create or maintain a learning environment that engages students in meaningful learning activities.
2D: IMPLEMENTING CLASSROOM PROCEDURES: Assures that rules and for a procedures are in place smoothly functioning learning environment evidenced by efficient use of time and resources.		
Accomplished	Emerging	Unsatisfactory
Consistently maintains a smoothly running classroom using a system of rules and procedures. Time and resources are used efficiently.	Sometimes maintains a smoothly running classroom using a system of rules and procedures. Time and resources are used efficiently in most instances.	Does not maintain a smoothly running classroom. No evidence of rules and procedures; time and resources are not used efficiently.
2E. MANAGING STUDENT BEHAVIORS: Collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.		
Accomplished	Emerging	Unsatisfactory
Consistently maintains a positive classroom environment by actively involving students in establishing norms of behavior and assure a focus on student learning.	Usually maintains a learning environment where active involvement of students in norms of behavior assures a focus on learning.	Fails to collaborate with students in the active involvement of norms of behavior. Does not maintain focus on student learning.

STANDARD 3: Teaching

3A. IMPORTANCE OF CONTENT: Utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.		
Accomplished	Emerging	Unsatisfactory
Consistently structures content and learning outcomes to make learning meaningful for all students.	Content and learning outcomes are sometimes structured to make learning meaningful for all students.	Fails to show evidence of structuring content and learning outcomes to make learning meaningful ways for all students.
3B. COMMUNICATING WITH STUDENTS: Creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.		
Accomplished	Emerging	Unsatisfactory
Models listening and responding skills that enhance interpersonal communication and a positive classroom environment.	Candidate's listening and responding skills sometimes enhance interpersonal communication and a positive classroom environment.	Fails to show evidence of modeling listening and responding skills that enhance interpersonal communication and a positive classroom environment.
3C. QUESTIONING AND DISCUSSION TECHNIQUES: Practices quality questioning techniques and engages students in discussion. (higher level questions & opportunities for discussion)		
Accomplished	Emerging	Unsatisfactory
Skillfully engages students in discussion, critical thinking, listening, and responding by using a variety of questioning techniques.	Sometimes uses various questioning techniques by engaging students in discussion, critical thinking, listening, and responding.	No evidence of engaging students in discussion, critical thinking, listening, and responding by using a variety of questioning techniques.

3D. STUDENT ENGAGEMENT: Delivers instruction to motivate and engage students in a deep understanding of the content. (activities to engage students)		
Accomplished	Emerging	Unsatisfactory
Actively promotes motivation for learning by involving students in purposeful activities and problem solving situations that are relevant and meaningful.	Sometimes/inconsistently promotes motivation for learning by involving students in purposeful activities and problem solving situations that are relevant and meaningful.	Does not display active promotion of motivation for learning through student involvement in either purposeful activities or problem solving situations that are relevant and meaningful.
3E. USE OF ASSESSMENTS IN INSTRUCTION: Uses both classroom formative and summative assessments for the improvement of teaching and learning.		
Accomplished 3	Emerging 2	Unsatisfactory 1
Actively uses results of state testing and a variety of classroom assessments to design and adjust instruction based on student needs.	Sometimes uses results of state testing and some classroom assessments to design and adjust instruction based on student needs.	No evidence of use of standardized or classroom assessments to design instruction or to adjust instruction based on student needs.
3F. FLEXIBILITY AND RESPONSIVENESS: Adjusts instruction based on the needs of students. (pacing is governed by pupil's achievement.)		
Accomplished	Emerging	Unsatisfactory
Effectively uses observations and analysis of student work to evaluate the effectiveness of learning activities and modify instruction to meet the needs of all students.	Sometimes modifies instruction for individual students based on observation and analysis of student work.	Fails to use observation and analysis to student work to evaluate learning activities or modify instruction to meet student needs.

STANDARD 4: Professional Responsibilities for the Learner

4A. PROFESSIONAL LEARNING: Engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.		
Accomplished	Emerging	Unsatisfactory
Critically examines teaching strategies and materials to meet student needs and promote active engagement, use of technology, problem solving and performance skills.	Shows some evidence of examining teaching strategies and materials to meet student needs and promote active engagement, use of technology, problem solving and performance skills.	Fails to display evidence of examining teaching strategies and materials to which meet student needs and promote active engagement, technology use, problem solving and performance skills.
4B. PROFESSIONAL COLLABORATIVE PRACTICE: Engages in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.		
Accomplished	Emerging	Unsatisfactory
Actively fosters relationships with school colleagues to make decisions that promote student success.	Occasionally fosters relationships with school colleagues make decisions that promote student success.	Rarely shows evidence of fostering relationships with school colleagues to make decisions that promote student success.
4C. REFLECTION ON PRACTICE: Engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.		
Accomplished	Emergent	Unsatisfactory
Routinely revises lessons from reflection of their effectiveness based on classroom observation and student performance.	Occasionally revises lessons from reflection of their effectiveness based on classroom observation and student performance.	Seldom/never revises lessons from reflection of their effectiveness based on classroom observation and student performance.
4D. PROFESSIONAL CONTRIBUTION: Contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students (action research)		
Accomplished	Emerging	Unsatisfactory
Consistently makes use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher.	At times makes use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher.	Rarely displays use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher.

STANDARD 5: Professional Responsibilities for School and Community

5A. SCHOOL MISSION: Works collaboratively with the principal and colleagues to develop and support the school mission.

Accomplished 3	Emerging 2	Unsatisfactory 1
Candidate consistently engages in supporting the school mission through collaboration with school personnel as appropriate.	Usually engages in activities that support the school mission through collaboration with school personnel.	Rarely/never shows willingness to collaborate with school personnel to engage in activities that support the school mission.
5B. SCHOOL-WIDE ACTIVITIES: Participates in the development and implementation of school wide initiatives in curriculum, instruction and assessment.		
Accomplished	Emerging	Unsatisfactory
Regularly engages in development of school-wide initiatives in curriculum, instruction, and assessment as appropriate.	Engages in school-wide initiatives in curriculum, instruction, and assessment at times.	Rarely shows willingness to engage in school-wide initiatives in curriculum, instruction, and assessment.
5C. LEARNER-CENTERED CULTURE: Participates in activities and models behaviors that build and sustain a learner-centered culture.		
Accomplished 3	Emerging 2	Unsatisfactory 1
Regularly participates in activities and models behaviors that build and sustain a learner-centered culture.	Sometimes participates in activities and models behaviors that build and sustain a learner-centered culture.	Rarely/never participates in activities and models behaviors that build and sustain a learner-centered culture.
5D. STUDENT SUPPORT SYSTEMS: Works collaboratively with the principal and colleagues and students to develop and sustain student support systems that enable learning to occur.		
Accomplished	Emerging	Unsatisfactory
Consistently collaborates with school personnel and students to develop student support interventions and advocacy strategies.	Occasionally collaborates with school personnel and students to develop student support interventions and advocacy strategies.	Rarely collaborates with school personnel and students to develop student support interventions and advocacy strategies.
5E. STUDENT MANAGEMENT SYSTEMS: Works collaboratively with the principal and colleagues and students to develop and sustain management systems that support and extend learning.		
Accomplished	Emerging	Unsatisfactory
Consistently collaborates with school personnel to support management of school facilities and resources.	Occasionally collaborates with school personnel to support management of school facilities and resources.	Rarely collaborates with school personnel to support management of school facilities and resources.
5F. SCHOOL AND COMMUNITY CONNECTIONS: Works collaboratively with the principal, colleagues, parents, students and community to develop and sustain school activities that make meaningful connections between the school and families and the community.		
Accomplished	Emerging	Unsatisfactory
Consistently collaborates with principal, colleagues, parents, students to connect and involve families and the school community.	Occasionally collaborates with principal, colleagues, parents, students to connect and involve families and the school community.	Rarely display evidence of collaboration with principal, colleagues, parents, students to connect and involve families and the school community.
5G. STRATEGIC PLANNING/CONTINUOUS IMPROVEMENT: Participates in the development and implementation of the school's strategic planning and continuous improvement process.		
Accomplished	Emerging	Unsatisfactory
Consistently contributes to the school's continuous improvement process as appropriate.	Contributes to the school's continuous improvement process at times.	Rarely contributes to the school's continuous improvement process.
5H. TEACHER LEADERSHIP: Demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.		
Accomplished	Emerging	Unsatisfactory
Consistently demonstrates leadership in school and classroom initiatives	Demonstrates leadership in school and classroom initiatives occasionally.	Rarely demonstrates leadership in school and classroom initiatives.
5I. ETHICAL STANDARDS: Models the ethical standards expected for the profession in the learning environment and in the community.		
Accomplished	Emerging	Unsatisfactory
Consistently exhibits integrity and ethical conduct	Usually models integrity and ethical standards.	Strong evidence of integrity and ethical conduct is rare.

Addendum 1: Evidence of NSTA Standard 4

**TEACHER CANDIDATE: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS
SCHOOL OF EDUCATION - BLUEFIELD STATE COLLEGE**

Effective teachers of science can, in a P – 12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P – 12 classroom appropriate to their area of licensure.

NSTA Standard 4: Safety		
Effective teachers of science can, in a P – 12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms need in the P – 12 science classroom appropriate to their area of licensure.		
4A. Preservice teachers will design activities in a P – 12 classroom that demonstrate the safe and proper techniques for their preparation, storage, dispensing, supervision, and disposal of al materials used within their subject area science instruction.		
Accomplished 3	Emerging 2	Unsatisfactory 1
1. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the preparation of science materials.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the preparation of science materials.	Performance is unsuccessful with the candidate demonstrating little or no competence in the preparation of science materials.
Accomplished	Emerging	Unsatisfactory
2. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the storage of science materials.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the storage of science materials.	Performance is unsuccessful with the candidate demonstrating little or no competence in the storage of science materials.
Accomplished	Emerging	Unsatisfactory
3. Consistently exercises creativity and independence in designing instruction and engaging students in learning demonstrating proper techniques for the dispensing of science materials.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the dispensing of science materials.	Performance is unsuccessful with the candidate demonstrating little or no competence in the dispensing of science materials.
Accomplished	Emerging	Unsatisfactory
4. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the supervision of use of science materials.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the supervision of use of science materials.	Performance is unsuccessful with the candidate demonstrating little or no competence in the supervision of use of science materials.
Accomplished	Emerging	Unsatisfactory
5. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the disposal of science materials.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating proper techniques for the disposal of science materials.	Performance is unsuccessful with the candidate demonstrating little or no competence in the proper techniques for the disposal of science materials.

4B. Preservice teachers will design and demonstrate activities in a P – 12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.		
Accomplished 3	Emerging 2	Unsatisfactory 1
1. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating the ability to implement emergency procedures.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating the ability to implement emergency procedures.	Performance is unsuccessful with the candidate demonstrating little or no competence in the ability to implement emergency procedures.
Accomplished	Emerging	Unsatisfactory
2. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating the maintenance of safety equipment.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating the maintenance of safety equipment.	Performance is unsuccessful with the candidate demonstrating little or no competence in the proper techniques for the maintenance of safety equipment.
Accomplished	Emerging	Unsatisfactory
3. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating policies and procedures that comply with established state and/or national guidelines.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating policies and procedures that comply with established state and/or national guidelines.	Performance is unsuccessful with the candidate demonstrating little or no competence in the proper techniques for complying with established state and/or national guidelines.
Accomplished	Emerging	Unsatisfactory
4. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities appropriate for the abilities of all students.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities appropriate for the abilities of all students.	Performance is unsuccessful with the candidate demonstrating little or no competence in designing learning activities appropriate for the abilities of all students.

4C. Preservice teachers will design and demonstrate activities in a P – 12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.		
Accomplished 3	Emerging 2	Unsatisfactory 1
1. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating ethical decision-making with respect to the treatment of all living organisms.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating ethical decision-making with respect to the treatment of all living organisms.	Performance is unsuccessful with the candidate demonstrating little or no competence in ethical decision-making with respect to the treatment of all living organisms.
Accomplished	Emerging	Unsatisfactory
2. Consistently exercises creativity and independence in designing instruction and engaging students in learning activities demonstrating compliance with the legal restrictions on the collection, keeping, and use of living organisms.	Progress is evident in the candidate’s ability to exercise creativity and independence in designing instruction and engaging students in learning activities demonstrating compliance with the legal restrictions on the collection, keeping, and use of living organisms.	Performance is unsuccessful with the candidate demonstrating little or no competence in the proper techniques for demonstrating compliance with the legal restrictions on the collection, keeping, and use of living organisms.

Student Teaching Content Evaluation Rubric: Social Studies (NCSS – 5-9 Social Studies Endorsement)

*Bluefield State College School of Education
 Student Teaching Content Evaluation: 5-9 Social Studies Specialization Final
 (NCSS Standards)*

Accomplished (Consistently): Candidate is proficient and able to work independently

Emerging (Sometimes): Candidate has achieved minimum level of performance, will need some assistance and practice in order to grow to full professional competence.

Unsatisfactory (Rarely): Candidate requires significant growth and practice before being eligible for certification.

		Accomplished (Consistently)	Emerging (Sometimes)	Unsatisfactory (Rarely)
Category 1		3	2	1
1.1	Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.			
1.2	Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.			
1.3	People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.			
1.4	Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.			
1.5	Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.			
1.6	Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.			
1.7	Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.			
1.8	Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.			
1.9	Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.			
1.10	Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.			

Evaluation Data: Special Education (CEC – Multi-Categorical K-6 Special Education Endorsement)
Content Evaluation: Elementary Education (CEC – Special Education)

Indicators	Evaluator	2020 - 2021 Number of Candidates = 5			2019 - 2020 Number of Candidates = 0			2018 - 2019 Number of Candidates = 1		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
Standard 1: Learner Development and Individual Learning Differences										
1.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
1.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 2: Learning Environments										
2.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
2.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
2.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 3: Curricular Content Knowledge										
3.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
3.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0

	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
3.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 4: Assessment										
4.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
4.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
4.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
4.4	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 5: Instructional Planning and Strategies										
5.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
5.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
5.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0

5.4	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
5.5	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
5.6	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
5.7	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 6: Professional Learning and Ethical Practice										
6.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
6.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
6.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
6.4	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
6.5	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0

6.6	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
Standard 7: Collaboration										
7.1	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
7.2	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0
7.3	Cooperating Teacher	5 / 100%	0	0	0	0	0	1 / 100%	0	0
	College Supervisor	+	+	+	0	0	0	1 / 100%	0	0

+College supervisors were not permitted in school buildings for observations in fall 2020 and spring 2021 due to the COVID-19 pandemic.

Student Teaching Content Evaluation Rubric: Special Education (CEC – Multi-Categorical K-6 Special Education Endorsement)

*Bluefield State College School of Education
 Student Teaching Content Evaluation: Special Education Specialization Final
 (CEC Standards)*

Accomplished 3		Emerging 2	Unsatisfactory 1
Standard 1: Learner Development and Individual Learning Differences			
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.(WVPTS 2A, 2C, 5F)		
	Consistently collaborates with parents, students, and other professionals to maintain an engaging and meaningful learning environment that engages students and meets the special developmental needs of all learners	Occasionally collaborates with parents, students, and other professionals in order to sometimes create a meaningful learning environment that engages students and meets the special developmental needs of all learners	Rarely displays evidence of collaboration with parents, students, and other professionals and fails to create a learning environment that engages students while rarely considering the learning and developmental needs of students
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (WVPTS 2A, 2C, 5F)		
	Consistently collaborates with parents, students, and other professionals to maintain a meaningful learning environment that engages students and meets the special developmental needs of all learners	Occasionally collaborates with parents, students, and other professionals in order to sometimes create a meaningful learning environment that engages students and meets the special developmental needs of all learners	Rarely displays evidence of collaboration with parents, students, and other professionals and fails to create a learning environment that engages students while rarely considering the learning and developmental needs of students
Standard 2: Learning Environments			
2.1	Beginning sped professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.(WVPTS 2A, 5F, 5G)		
	Consistently collaborates with professionals and contributes to the school’s improvement and with parents and students to engage them in learning and meet the special developmental needs of all learners	Occasionally collaborates with professionals and contributes to the school’s improvement and with parents and students to engage them in learning and meet the needs of all learners	Rarely displays evidence of collaboration with professionals, parents, or students
2.2	Beginning sped professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.(WVPTS 2E, 3B, 3D, 3F)		
	Consistently maintains a positive classroom environment by analyzing data to modify instruction to meet the needs of students and by modeling listening and responding skills that promote motivation for meaningful learning and enhanced communication	Usually maintains a positive learning environment by sometimes analyzing data to modify instruction and by occasionally modeling appropriate listening and responding skills	Fails to sustain a focus on student learning by not maintaining a positive classroom environment, modeling listening or responding skills, promoting motivation, or modifying instruction
2.3	Beginning sped professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. (WVPTS 2E, 3D, 3F)		
	Consistently maintains a positive classroom environment by analyzing data to modify instruction to meet the needs of students and to promote motivation for meaningful learning and enhanced communication	Usually maintains a positive learning environment by sometimes analyzing data to modify instruction and promote motivation	Fails to sustain a focus on student learning by not maintaining a positive classroom environment, promoting motivation, or modifying instruction
Standard 3: Curricular Content Knowledge			

	Beginning sped professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning professions for individuals with exceptionalities. (WVPTS 1A, 1C, 1D, 2F, 3A,)		
3.1	Consistently creates long and short range plans to make learning meaningful by integrating content standards and displaying solid content knowledge in a safe, flexible learning environment	Inconsistently creates long and short range plans and sometimes makes learning meaningful by integrating content standards and displaying solid content knowledge in a safe, flexible learning environment	Fails to create long and short range plans that make learning meaningful by neglecting the integration of content standards and not displaying solid content knowledge
3.2	Beginning sped professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (WVPTS 1B, 1C, 3A)		
	Consistently creates long and short range plans to make learning meaningful by critically examining and using a variety of strategies to provide for individual learning styles	Inconsistently creates long and short range plans to make learning meaningful by using a variety of strategies to provide for individual learning styles	Fails to create long and short range plans to make learning meaningful and does not use a variety of strategies to provide for individual learning styles
3.3	Beginning sped professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.(WVPTS 1D, 2C, 3A,)		
	Steadily maintains an engaging learning environment that consistently integrates standards into lessons and structures content to make learning meaningful	Sometimes maintains an engaging learning environment that usually integrates standards into lessons and structures content to make learning meaningful	Rarely maintains an engaging learning environment that does not fully integrate standards into lessons or structure content to make learning meaningful
Standard 4: Assessment			
4.1	Beginning sped professionals select and use technically sound formal and informal assessments that minimize bias.(WVPTS 1E, 3E)		
	Uses a variety of formal and informal assessment strategies to measure student progress and performance while also using the results of state and classroom assessments to design and adjust instruction based on student needs	Usually uses a variety of formal and informal assessment strategies to measure student progress and performance while sometimes using the results of state and classroom assessments to design and adjust instruction based on student needs	Seldom uses a variety of formal and informal assessment strategies to measure student progress and there is no evidence of the use of those results in designing and adjusting instruction based on student needs
4.2	Beginning sped professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. (WVPTS 1E, 3E)		
	Uses a variety of formal and informal assessment strategies to measure student progress and performance while also using the results of state and classroom assessments to design and adjust instruction based on student needs	Usually uses a variety of formal and informal assessment strategies to measure student progress and performance while sometimes using the results of state and classroom assessments to design and adjust instruction based on student needs	Seldom uses a variety of formal and informal assessment strategies to measure student progress and there is no evidence of the use of those results in designing and adjusting instruction based on student needs
4.3	Beginning sped professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. (WVPTS 1D, 3E)		
	Consistently creates meaningful lessons by integrating content standards into lessons and actively using the results of state and classroom assessments to adjust instruction based on student needs	Inconsistently creates meaningful lessons by integrating content standards into lessons and sometimes using the results of state and classroom assessments to adjust instruction based on student needs	Displays minimum understanding of how to create meaningful lessons by integrating content standards into lessons and there is no evidence that assessment data is used to adjust instruction based on student needs
4.4	Beginning sped professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. (WVPTS 2B, 3D, 5C)		
	Continuously responds to behavior in a positive manner and promotes motivation by involving students in meaningful learning and regularly participating in activities that sustain a learner-centered culture and a positive learning environment	Inconsistently responds to behavior in a positive manner and sometimes promotes motivation by involving students in meaningful learning and regularly participating in activities that sustain a learner-centered culture and a positive learning environment	Fails to respond to behavior in a positive manner and does not promote motivation by involving students in meaningful learning and regularly participating in activities that sustain a learner-centered culture and a positive learning environment
Standard 5: Instructional Planning and Strategies			
5.1	Beginning sped professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (WVPTS 2A, 2B, 2C, 2E, 3B, 5G)		

	Maintains a positive classroom environment by consistently responding to behavior in an effective manner in order to maintain a focus on student learning, regularly implementing strategies to meet the needs of all learners and engaging them in meaningful learning, always modeling communication skills, and contributing to the school's continuous improvement process as appropriate	Maintains a positive classroom environment by sometimes responding to behavior in an effective manner in order to maintain a focus on student learning, usually implementing strategies to meet the needs of all learners and engaging them in meaningful learning, often modeling communication skills, and contributing to the school's continuous improvement process as appropriate	Fails to maintain a positive classroom environment by not responding to behavior in an effective manner in order to maintain a focus on student learning, rarely implementing strategies to meet the needs of all learners and engaging them in meaningful learning, seldom modeling communication skills, and not contributing to the school's continuous improvement process
5.2	Beginning sped professionals use technologies to support instruction assessment, planning, and delivery for individuals with exceptionalities. (WVPTS 3B, 3D)		
	Consistently models listening and responding skills that enhance communication and promotes motivation for meaningful learning by involving students in meaningful activities	Inconsistently models listening and responding skills that enhance communication and sometimes promotes motivation for meaningful learning by involving students in meaningful activities	Fails to model listening and responding skills that enhance communication and does not promote motivation for meaningful learning by involving students in meaningful activities
5.3	Beginning sped professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (WVPTS 1D, 2E)		
	Consistently maintains a positive classroom environment by involving students in establishing norms of behavior and creating meaningful lessons by integrating content standards into planning	Usually maintains a positive classroom environment by involving students in establishing norms of behavior and creating meaningful lessons by integrating content standards into planning	Fails to maintain a positive classroom environment by involving students in establishing norms of behavior nor creating meaningful lessons by integrating content standards into planning
5.4	Beginning sped professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. (WVPTS 3C)		
	Skillfully engages students in discussion, critical thinking, listening, and responding by using a variety of questioning techniques	Sometimes uses various questioning techniques by engaging students in discussion, critical thinking, listening, and responding.	No evidence of engaging students in discussion, critical thinking, listening, and responding by using a variety of questioning techniques.
5.5	Beginning sped professionals develop and implement a variety of education and transition plans for individuals with exceptionalities. (WVPTS 5G)		
	Consistently contributes to the school's continuous improvement process as appropriate	Contributes to the school's continuous improvement process at times.	Rarely contributes to the school's continuous improvement process
5.6	Beginning sped professionals teach to mastery and promote generalization of learning. (WVPTS 2C)		
	Consistently maintains a learning environment that engages students in purposeful work and meaningful learning activities	Sometimes creates a learning environment that engages students in meaningful learning activities	Fails to create or maintain a learning environment that engages students in meaningful learning activities
5.7	Beginning sped professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. (WVPTS 2B, 2D)		
	Consistently maintains a smoothly running classroom using rules and procedures and by maintaining high expectations by utilizing appropriate responses to behavior	Inconsistently maintains a smoothly running classroom using rules and procedures and sometimes maintains high expectations by utilizing appropriate responses to behavior	Rarely maintains a smoothly running classroom using rules and procedures and fails to maintain high expectations by utilizing appropriate responses to behavior
Standard 6: Professional Learning and Ethical Practice			
6.1	Beginning sped professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. WVPTS 2C, 3B, 4A, 5I)		
	Consistently demonstrates integrity and ethical conduct while maintaining an engaging learning environment by examining and utilizing teaching strategies and materials that meet student needs and demonstrates effective communication skills and encourages the use of technology for learning	Inconsistently demonstrates integrity and ethical conduct while maintaining a positive learning environment by utilizing teaching strategies and materials that meet student needs and demonstrates active communication skills and models the use of technology for learning	Seldom demonstrates integrity and ethical conduct and does not maintain a positive learning environment by examining teaching strategies and materials that meet student needs and rarely demonstrates effective communication skills or encourages the use of technology for learning
6.2	Beginning sped professionals understand how foundational knowledge and current issues influence professional practice (WVPTS 4B, 4C)		
	Routinely reflects upon and revises lessons based on student performance and actively fosters relations with colleagues to make decisions that promote student success	Infrequently reflects upon and revises lessons based on student performance and occasionally fosters relations with colleagues to make decisions that promote student success	Does not routinely reflect upon or revise lessons based on student performance and does not attempt to foster

			relations with colleagues to make decisions that promote student success
6.3	Beginning sped professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (WVPTS 2A, 2B)		
	Consistently maintains a positive classroom environment with high expectations and varies strategies to engage and meet the needs of all students while responding to behavior in an effective and sensitive manner	Inconsistently maintains a positive classroom environment with high expectations for some and somewhat varies strategies to engage and meet the needs of most students while responding to behavior in an effective manner	Rarely maintains a positive classroom environment with varied expectations and does not utilize strategies to engage and meet the needs of all students and does not respond to behavior in an effective or sensitive manner
6.4	Beginning sped professionals understand the significance of lifelong learning and participate in professional activities and learning communities.(WVPTS 5B, 5E, 5H)		
	Consistently demonstrates leadership qualities and collaborates with school personnel to support the management of school resources and develop school-wide initiatives	Inconsistently demonstrates leadership qualities and does not regularly collaborate with school personnel to support the management of school resources and develop school-wide initiatives	Rarely demonstrates leadership qualities and seldom collaborates with school personnel to support the management of school resources and develop school-wide initiatives
6.5	Beginning sped professionals advance the profession by engaging in activities such as advocacy and mentoring. (WVPTS 4D)		
	Consistently makes use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher	At times makes use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher	Rarely displays use of professional literature, colleagues, or other resources in his/her development as a learner and a teacher
6.6	Beginning sped professionals provide guidance and direction to para-educators, tutor, and volunteers.(WVPTS 4D,5B, 5E, 5H)		
	Consistently makes use of professional literature, colleagues, and other resources in his/her development as a learner and demonstrates leadership qualities and collaborates with school personnel to support the management of school resources and develop school-wide initiatives	Sometimes makes use of professional literature, colleagues, and other resources in his/her development as a learner and inconsistently demonstrates leadership qualities and does not regularly collaborate with school personnel to support the management of school resources and develop school-wide initiatives	Infrequently makes use of professional literature, colleagues, and other resources in his/her development as a learner and rarely demonstrates leadership qualities and seldom collaborates with school personnel to support the management of school resources and develop school-wide initiatives
Standard 7: Collaboration			
7.1	Beginning sped professionals use the theory and elements of effective collaboration (WVPTS 5A, 5B, 5E)		
	Consistently engages in collaboration for supporting the school mission, developing school-wide initiatives, and to support the management of school resources	Inconsistently engages in collaboration for supporting the school mission, developing school-wide initiatives, and to support the management of school resources	Rarely engages in collaboration for supporting the school mission, developing school-wide initiatives, and to support the management of school resources
7.2	Beginning sped professionals serve as a collaborative resource to colleagues (WVPTS 4D, 5D, 5G)		
	Frequently makes use of professional literature, colleagues and other resources in his/her development as a learner and consistently collaborates with school personnel to develop strategies for student intervention and advocacy and contributes to the continuous improvement process as appropriate	Infrequently makes use of professional literature, colleagues and other resources in his/her development as a learner and sometimes collaborates with school personnel to develop strategies for student intervention and advocacy and contributes to the continuous improvement process as appropriate	Seldom makes use of professional literature, colleagues and other resources in his/her development as a learner and rarely collaborates with school personnel to develop strategies for student intervention and advocacy and contributes to the continuous improvement process as appropriate
7.3	Beginning sped professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. (WVPTS 5A, 5B, 5C, 5D, 5F)		
	Consistently engages in collaboration with the principal, colleagues, parents, and students to build connections, support the school mission, participate in the development of school-wide initiatives, and develop students support and advocacy in order to build and sustain a learner-centered culture	Occasionally engages in collaboration with the principal, colleagues, parents, and students to build connections, support the school mission, participate in the development of school-wide initiatives, and develop students support and advocacy in order to build and sustain a learner-centered culture	Rarely or never engages in collaboration with the principal, colleagues, parents, and students to build connections, support the school mission, participate in the development of school-wide initiatives, and develop students support and advocacy in order to build and sustain a learner-centered culture