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

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

Bluefield State University 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	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	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

	student's learning, development and engagement.		data on student's learning, development and engagement.	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 Score ____	Candidate consistently and effectively implements varied instructional practices to differentiate instruction based on the diverse backgrounds, knowledge, and characteristics of each child.	Candidate implements varied instructional practices to differentiate instruction based on the diverse backgrounds, knowledge, and characteristics of each child.	Candidate sometimes implements varied instructional practices to differentiate instruction, but does not consistently consider the backgrounds, knowledge, and characteristics of each child.	Candidate never implements varied instructional practices to differentiate 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 (CAEP - Elementary Education K-6 Program)

Indicators		Spring 2023 n = 6^ ($\frac{midterm}{final}$)				Fall 2022 n = 6^^ ($\frac{midterm}{final}$)				Spring 2022 n = 4^ ($\frac{midterm}{final}$)			
		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	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	0	4 / 100%	0	0
		6 / 100%	0	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
1.b	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	4 / 67%	2 / 33%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	0	5 / 83%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	2 / 50%	0	0
1.c	Cooperating Teacher	4 / 67%	1 / 17%	1 / 17%	0	1 / 17%	5 / 83%	0	0	1 / 25%	3 / 75%	0	0
		3 / 50%	3 / 50%	0	0	3 / 50%	3 / 50%	0	0	0	3 / 75%	1 / 25%	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	0	5 / 83%	1 / 17%	0	2 / 50%	2 / 50%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
Standard 2: – Understanding and Applying Content and Curricular Knowledge for Teaching													
2.a	Cooperating Teacher	5 / 83%	1 / 17%	0	0	2 / 33%	4 / 67%	0	0	1 / 25%	3 / 75%	0	0
		6/ 100%	0	0	0	2 / 33%	4 / 67%	0	0	1 / 25%	2 / 50%	1 / 25%	0
	University Supervisor	2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	2 / 50%	2 / 50%	0	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	2 / 50%	0	0
2.b	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	0	4 / 100%	0	0
		5 / 83%	1 / 17%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	1 / 25%	1 / 25%	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	6/ 100%	0	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	2 / 50%	0	0
2.c	Cooperating Teacher	4 / 67%	2 / 33%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	1 / 17%	4 / 67%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	2 / 50%	2 / 50%	0	0
2.d	Cooperating Teacher	3 / 50%	3 / 50%	0	0	1 / 17%	5 / 83%	0	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	2 / 50%	1 / 25%	1 / 25%	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	2 / 50%	0	0
Standard 3: Assessing, Planning, and Designing Contexts for Learning													

3.a	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	2 / 50%	2 / 50%	0	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	0	5 / 83%	1 / 17%	0	2 / 50%	2 / 50%	0	0
		2 / 33%	1 / 17%	3 / 50%	0	2 / 33%	4 / 67%	0	0	2 / 50%	2 / 50%	0	0
3.b	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	2 / 33%	3 / 50%	1 / 17%	0	2 / 50%	2 / 50%	0	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	0	4 / 67%	2 / 33%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	1 / 17%	3 / 50%	0	0	5 / 83%	1 / 17%	0	3 / 75%	0	1 / 25%	0
3.c	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	4 / 67%	2 / 33%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	1 / 17%	3 / 50%	0	0	5 / 83%	1 / 17%	0	3 / 75%	0	1 / 25%	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	0	1 / 25%	0
3.d	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	2 / 33%	3 / 50%	1 / 17%	0	3 / 75%	0	1 / 25%	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	3 / 50%	1 / 17%	0	3 / 75%	1 / 25%	0	0
3.e	Cooperating Teacher	5 / 83%	0	1 / 17%	0	2 / 33%	4 / 67%	0	0	0	4 / 100%	0	0
		5 / 83%	1 / 17%	0	0	3 / 50%	3 / 50%	0	0	4 / 100%	0	0	0
	University Supervisor	2 / 33%	3 / 50%	1 / 17%	0	1 / 17%	4 / 67%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	2 / 50%	2 / 50%	0	0
3.f	Cooperating Teacher	4 / 67%	1 / 17%	1 / 17%	0	2 / 33%	3 / 50%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	3 / 50%	1 / 17%	0	1 / 17%	3 / 50%	2 / 33%	0	1 / 25%	3 / 75%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	1 / 25%	3 / 75%	0	0

Standard 4: Supporting Each Child's Learning Using Effective Instruction

4.a	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	3 / 75%	0	1 / 25%	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0
4.b	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	6/ 100%	0	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0
4.c	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	1 / 25%	2 / 50%	1 / 25%	0
		5 / 83%	1 / 17%	0	0	2 / 33%	4 / 67%	0	0	4 / 100%	0	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	6/ 100%	0	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0

4.d	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	0	4 / 100%	0	0
		5 / 83%	1 / 17%	0	0	3 / 50%	3 / 50%	0	0	2 / 50%	1 / 25%	1 / 25%	0
	University Supervisor	2 / 33%	3 / 50%	1 / 17%	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0
4.e	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	2 / 50%	1 / 25%	1 / 25%	0
	University Supervisor	2 / 33%	3 / 50%	1 / 17%	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	0	6/ 100%	0	0	3 / 75%	1 / 25%	0	0
4.f	Cooperating Teacher	5 / 83%	1 / 17%	0	0	2 / 33%	3 / 50%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	2 / 50%	2 / 50%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	1 / 17%	4 / 67%	1 / 17%	0	2 / 50%	2 / 50%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	0	1 / 25%	0
4.g	Cooperating Teacher	5 / 83%	1 / 17%	0	0	1 / 17%	4 / 67%	1 / 17%	0	1 / 25%	3 / 75%	0	0
		5 / 83%	1 / 17%	0	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	0	5 / 83%	1 / 17%	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	0	1 / 25%	0

Standard 5: Developing as a Professional

5.a	Cooperating Teacher	5 / 83%	1 / 17%	0	0	2 / 33%	4 / 67%	0	0	0	4 / 100%	0	0
		5 / 83%	1 / 17%	0	0	5 / 83%	1 / 17%	0	0	2 / 50%	1 / 25%	1 / 25%	0
	University Supervisor	2 / 33%	2 / 33%	2 / 33%	0	1 / 17%	5 / 83%	0	0	3 / 75%	1 / 25%	0	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	0	1 / 25%	0
5.b	Cooperating Teacher	5 / 83%	1 / 17%	0	0	3 / 50%	3 / 50%	0	0	0	4 / 100%	0	0
		6 / 100%	0	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	2 / 50%	1 / 25%	1 / 25%	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	1 / 25%	2 / 50%	1 / 25%	0
5.c	Cooperating Teacher	5 / 83%	1 / 17%	0	0	3 / 50%	3 / 50%	0	0	1 / 25%	3 / 75%	0	0
		6 / 100%	0	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	1 / 25%	0	0
	University Supervisor	2 / 33%	4 / 67%	0	0	2 / 33%	4 / 67%	0	0	3 / 75%	0	1 / 25%	0
		2 / 33%	4 / 67%	0	0	3 / 50%	3 / 50%	0	0	3 / 75%	1 / 25%	0	0

^An elementary candidate was also seeking a 5-9 or SPED endorsement. The cooperating teacher and University supervisor completed both evaluations for this student.

Bluefield State University has one primary program offering certification in K-6 Elementary Education. Listed here are the data and evaluation rubrics for the endorsements that are also offered in 5-9 content areas (ELA, math, science, and social studies) as well as K-6 Multi-Categorical Special Education.

Student Teaching Content Evaluation <mark>**Rubric: ELA (NCTE – 5-9 English Language Arts Endorsement)**</mark>

Bluefield State University 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	Provides students with adequate opportunities to practice composing text using current technology; reflects an	Does not provide students with adequate opportunities to practice composing text using current technology; reflects

practice composing text using current technology; reflects a strong understanding of writing processes and strategies for different genres, purposes, and audiences.	adequate or emerging understanding of writing processes and strategies for different genres, purposes, and audiences.	limited or no understanding of writing processes 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: ELA (NCTE – 5-9 English Language Arts Endorsement)

Indicators		2022 – 2023 Number of Candidates = 1			2021 – 2022 Number of Candidates = 0			2020 – 2021 Number of Candidates = 2		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
Content Knowledge										
I. Element 1	Cooperating Teacher	1 / 100%	0	0	0	0	0	1 / 50%	1 / 50%	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
I. Element 2	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
II. Element 1	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
II. Element 2	Cooperating Teacher	1 / 100%	0	0	0	0	0	1 / 50%	1 / 50%	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
II. Element 3	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
III. Element 1	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
III. Element 2	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+
III. Element 3	Cooperating Teacher	1 / 100%	0	0	0	0	0	2 / 100%	0	0
	University Supervisor	1 / 100%	0	0	0	0	0	+	+	+

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

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

+University 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 <mark>**Rubric: Math (NCTM – 5-9 Mathematics Endorsement)**</mark>

Bluefield State University School of Education
Student Teaching Content Evaluation: 5-9 Math Specialization Final
(2020 NCTM 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: Knowing and Understanding Meaningful Mathematics Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.				
1a) Essential Concepts in Number and Operations. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, and using real and rational numbers in contexts, attending to units, developing solution strategies and evaluating the correctness of conclusions. *Major mathematical concepts in Number include number systems (particularly rational numbers); algorithmic and recursive thinking; number and set theory; ratio, rate of change, and proportional reasoning; and structure, relationships, operations, and representations.*				
1a Score ____	Candidate demonstrates and applies conceptual understanding, procedural fluency, and factual knowledge of major mathematical concepts in Number. Candidate uses technology to enhance their learning of Number. Candidate makes connections within and among mathematical domains.	Candidate demonstrates and applies conceptual understanding, procedural fluency, and factual knowledge of major mathematical concepts in Number. Candidate uses technology to enhance their learning of Number.	Candidate demonstrates conceptual understanding, procedural fluency, and/or factual knowledge, but is not able to apply the major mathematical concepts in Number.	Candidate does not demonstrate conceptual understanding, procedural fluency, and/or factual knowledge for major mathematical concepts in Number.
1b) **Essential Concepts in Algebra and Functions.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships among numbers and other objects, analyze change, and model everyday events and problems of life and society. *Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; induction; and develops families of functions of discrete and continuous variables as a fundamental concept of mathematics.*				
1b Score ____	Candidate demonstrates and applies conceptual understanding, procedural fluency, and factual knowledge of major mathematical concepts in Algebra and Functions. Candidate uses technology to enhance their learning of Number. Candidate makes connections within and among mathematical domains.	Candidate demonstrates and applies understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions. Candidate uses technology to enhance their learning of Algebra and Functions.	Candidate demonstrates conceptual understanding, procedural fluency, and/or factual knowledge, but is not able to apply the major mathematical concepts in Algebra and Functions.	Candidate does not demonstrate conceptual understanding, procedural fluency, and/or factual knowledge for major mathematical concepts in Algebra and Functions.
1c) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of statistics and probability including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role				

of randomization and chance in determining the probability of events. *Essential Concepts in Statistics and Probability include quantitative literacy; visualizing and summarizing data; statistical inference; probability; exploratory data analysis and applied problems and modeling.*

1c Score ____	Candidate demonstrates and applies conceptual understanding, procedural fluency, and factual knowledge of major mathematical concepts in Statistics and Probability. Candidate uses technology to enhance their learning of Statistics and Probability. Candidate makes connections within and among mathematical domains.	Candidate demonstrates and applies understandings of major mathematics concepts, procedures, knowledge, and applications of Statistics and Probability. Candidate uses technology to enhance their learning of Statistics and Probability.	Candidate demonstrates conceptual understanding, procedural fluency, and/or factual knowledge, but is not able to apply the major mathematical concepts in Statistics and Probability.	Candidate does not demonstrate conceptual understanding, procedural fluency, and/or factual knowledge for major mathematical concepts in Statistics and Probability.

1d) Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. *Essential Concepts in Geometry, Trigonometry, and Measurement include measurement; transformations; scale; graph theory; geometric arguments; reasoning and proof; applied problems and modeling; development of axiomatic proof; and the Pythagorean theorem.*

1d Score ____	Candidate demonstrates and applies conceptual understanding, procedural fluency, and factual knowledge of major mathematical concepts in Number. Candidate uses technology to enhance their learning of Number. Candidate makes connections within and among mathematical domains.	Candidate demonstrates and applies understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions. Candidate uses technology to enhance their learning of Algebra and Functions.	Candidate demonstrates conceptual understanding, procedural fluency, and/or factual knowledge, but is not able to apply the major mathematical concepts in Number.	Candidate does not demonstrate conceptual understanding, procedural fluency, and/or factual knowledge for major mathematical concepts in Number.

Standard 2: Knowing and Using Mathematical Processes
Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engaging in mathematical modeling. Candidates apply technology appropriately within these domains.

2a) Problem Solving. Candidates demonstrate {a range of mathematical problem solving} strategies to make sense of and solve non-routine problems (both contextual and noncontextual) across mathematical domains.

2a Score ____	Candidate demonstrates coordination and unprompted use of multiple mathematical problem solving strategies when making sense of and solving contextual and noncontextual problems across mathematical domains. Candidate can compare strategies and make connections across domains.	Candidate demonstrates use of mathematical problem solving strategies to make sense of and solve contextual and noncontextual problems in more than one mathematical domain.	Candidate solves nonroutine problems (contextual and noncontextual) when given a strategy.	Candidate solves nonroutine problems (contextual or noncontextual) when given a strategy.

2b) Reasoning and Communicating. Candidates organize their mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

2b Score ____	Candidate is able to organize their own mathematical reasoning and use of the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences. Candidate seeks out opportunities to share	Candidate is able to organize their own mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.	Candidate is able to organize their own mathematical reasoning using the language of mathematics with prompting and support. Candidate is able to express their mathematical thinking orally or in writing.	Candidate is unable to organize their own mathematical reasoning and does not use the language of mathematics.

their thinking with professors, peers, and colleagues.			

2c) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

2c Score ____	Candidate uses the process of mathematical modeling to formulate, represent, analyze and interpret mathematical models derived from real-world context and mathematical problems. The candidate seeks opportunities to extend and reformulate models based upon analysis. Candidate can demonstrate the mathematical modeling process.	Candidate uses the process of mathematical modeling to formulate, represent, analyze, and interpret mathematical models using a variety of tools including technology from real-world contexts or mathematical problems. Candidate can articulate the difference between a mathematical model and the mathematical modeling process.	Candidate uses the process of mathematical modeling and tools and represents, but needs assistance in analyzing and interpreting models.	Candidate does not demonstrate the ability to use the process of mathematical modeling or is unable to formulate and interpret mathematical models.

Standard 3: Knowing Students and Planning for Mathematical Learning
Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

3a) Student Diversity. Candidates identify and use students' individual and group differences to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

3a Score ____	Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by each and every student.	Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by across a full range of students.	Candidate uses students' individual or group differences in planning rigorous and engaging mathematics instruction for a subset of students.	Candidate does not use students' individual differences or group differences in planning rigorous and engaging mathematics instruction.

3b) Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

3b Score ____	Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by each and every student.	Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by across a full range of students.	Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction for a subset of students.	Candidate does not use students' mathematical strengths in planning rigorous and engaging mathematics instruction.

3c) Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

3c Score ____	Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative. Candidate plans experiences and instruction to develop and foster students' positive mathematical identities for each and every student.	Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative. Candidate plans experiences and instruction to develop and foster students' positive mathematical identities across a full range of students.	Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative. Candidate plans experiences and instruction to develop and foster students' positive mathematical identities for a subset of students.	Candidate does not recognize that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative; or candidate does not plan experiences and instruction to develop and foster students' positive mathematical identities for a subset of students.

Standard 4: Teaching Meaningful Mathematics
Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics specific tools and representations, elicit and use student responses, and develop conceptual understanding.

4a) Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

4a Score ____	Candidate establishes rigorous mathematics learning goals for students situated within learning progressions, mathematics standards and practices, and the purposes for learning mathematics. Candidate recognizes and uses connections when establishing goals.	Candidate establishes rigorous mathematics learning goals for students situated within learning progressions, mathematics standards and practices, and the purposes for learning mathematics.	Candidate establishes mathematics learning goals for students which demonstrate some level of rigor but are not situated within learning progressions, mathematics standards and practices, or the purposes for learning mathematics.	Candidate establishes mathematics learning goals for students which lack rigor.

4b) Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematics learning experiences that promote reasoning and sense making.

4b Score ____	Candidate analyzes, modifies, sequences, and implements tasks to engage each and every student in high cognitive demand mathematical learning experiences that promote reasoning and sense making.	Candidate selects or develops tasks to engage a full range of students in high cognitive demand mathematical learning experiences that promote reasoning and sense making.	Candidate selects or develops tasks that could engage students in high cognitive demand mathematical learning experiences, but implementation fails to maintain a high cognitive demand with students.	Candidate selects tasks without regard to engaging students in in high cognitive demand mathematical learning experiences.

4c) Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and integrate tools into instruction.

4c Score ____	Candidate selects mathematics-specific tools, including technology, to support each and every students' learning, understanding, and application of mathematics and integrates tools into instruction.	Candidate selects mathematics-specific tools, including technology, to support a full range of students' learning, understanding, and application of mathematics and integrates tools into instruction.	Candidate selects mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and is unable or unsuccessful in integrating tools into instruction.	Candidate selects tools without regard to supporting students' learning, understanding, and application of mathematics.

4d) Use Mathematics Representations. Candidates select mathematical representations to engage students in examining understandings of mathematics concepts and the connection to other representations.

4d Score ____	Candidate selects and connects mathematical representations to support students' learning, understanding and application of mathematics and implements and facilitates students making connections between representations.	Candidate selects mathematical representations to support students' learning, understanding and application of mathematics and implements and connects representations during instruction	Candidate selects mathematical representations to support students' learning, understanding and application of mathematics and is unable or unsuccessful in implementing or connecting representations during instruction.	Candidate selects mathematical representations without regard to supporting students' learning, understanding and application of mathematics.

4e) Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

4e Score ____	Candidate considers individual and group differences when eliciting multiple student responses, potential challenges, and misconceptions. Candidate notices and tracks multiple student responses as well as challenges or misconceptions as students are solving problems. Candidate uses students' multiple	Candidate elicits multiple student responses, potential challenges and misconceptions. Candidate notices and tracks multiple student responses, well as challenges or misconceptions as students are solving problems. Candidate uses students' multiple methods and/or challenges and/or misconceptions to	Candidate elicits multiple student responses reflecting their thinking including potential challenges or misconceptions. Candidate is unable to use student responses to inform the mathematics teaching and learning process.	Candidate is unable to elicit or use student responses reflecting their thinking to inform instruction.

methods and/or challenges and/or misconceptions to engage each and every student in extending their	engage the full range of students in extending their mathematical learning.		

4f) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

4f Score ____	Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures. Candidate facilitates students making connections between procedures and concepts.	Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures.	Candidate designs instruction that includes both conceptual understanding and procedural fluency, but the conceptual understanding does not serve as a foundation for or is not connected to developing procedural fluency.	Candidate designs instruction that does not include both conceptual understanding and procedural fluency.

4g) Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

4g Score ____	Candidate poses questions that focus students on the rigorous mathematical goals and making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensures that each and every student engage in rigorous mathematics.	Candidate poses questions that focus students on the rigorous mathematical goals or making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensure that a full range of students engage in rigorous mathematics.	Candidate poses questions that focus students on the rigorous mathematical goals or making connections; or candidate facilitates discourse among students to build shared understanding of mathematical ideas, but discourse is limited to a subset of students.	Candidate is unable to pose questions that focus on rigorous learning goals and is not able to facilitate discourse among students in support of building shared understanding of mathematical ideas.

Standard 5: Assessing Impact on Student Learning
Candidates assess and use evidence of students' learning of rigorous mathematics learning to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

5a) Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit students' progress toward rigorous mathematics learning goals.

5a Score ____	Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for students' individual learning needs.	Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for a full range of students.	Candidate uses informal or formal assessments to elicit progress toward rigorous mathematics learning goals.	Candidate uses informal and/or formal assessments, but assessments do not measure rigorous mathematics learning goals.

5b) Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

5b Score ____	Candidate consistently uses data from informal and formal assessments to analyze each individual student's progress toward rigorous mathematics learning goals for each individual student, the class as a whole, or	Candidate uses data from informal and formal assessments to analyze a full range of students' progress toward rigorous mathematics learning goals for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories.	Candidate uses data from informal or formal assessments to analyze students' progress toward rigorous mathematics learning goals for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories.	Candidate does not use data from assessments to analyze students' progress toward rigorous mathematics learning goals.

	subgroups of students disaggregated by demographic categories.			

5c) Modify Instruction. Candidates use evidence of student learning of individual students, the class as a whole, or subgroups of students disaggregated by demographic categories to analyze effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

5c Score ____	Candidate consistently uses evidence of student learning to analyze effectiveness of their instruction and propose adjustments to instruction that are explicitly connected to the analysis of the data and address the learning needs of each individual student, the class as a whole, or subgroups of students disaggregated by demographic categories, and address the learning needs of individuals and groups of students without prompting.	Candidate uses evidence of student learning to analyze effectiveness of their instruction and proposes adjustments to instruction that are explicitly connected to the analysis of the data for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories when directed.	Candidate uses evidence of student learning to analyze effectiveness of their instruction and proposes adjustments to instruction, but those adjustments are not explicitly connected to the analysis of the data for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories.	Candidate does not use evidence of student learning to analyze effectiveness of their instruction, or they analyzed effectiveness of instruction without proposing adjustments to instruction.

Standard 6: Social and Professional Context of Mathematics Teaching and Learning

Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

6a) Promote Equitable Learning Environments. Candidates see to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematic learning for students.

6a Score ____	Candidate identifies personal beliefs, classroom practices, and systemic structures that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning for individual students. Candidate demonstrates ways to help traditionally marginalized students experience success.	Candidate identifies beliefs and classroom practices that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning.	Candidate identifies beliefs and classroom practices that produce inequitable mathematical learning experiences and outcomes for students. Candidate identifies beliefs that produce equitable mathematical learning experiences and outcomes for students.	Candidate is unable to identify beliefs and practices that produce inequitable mathematical learning experiences and outcomes for students.

6b) Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

6b Score ____	Candidate reflects on their impact on individual student's mathematical identities and develops professional learning goals that promote students' positive mathematical identities,	Candidate reflects on their impact on students' mathematical identities and develops professional learning goals that promote students' positive mathematical	Candidate reflects on their impact on students' mathematical identities and develops professional learning goals that promote students' positive mathematical	Candidate reflects on their impact on students' mathematical identities but does not develop professional learning goals to better promote

	including specific strategies and professional resources for meeting these goals.	identities, including specific strategies for meeting these goals.	identities, but without identifying specific strategies or resources.	students' positive mathematical identities.
6c) Engage Families and Community. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.				
6c Score ____	Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for the candidate and families to discuss strategies for ensuring the mathematical success of their children. Candidate seeks out opportunities in the community to understand and interact with families.	Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for the candidate and families to discuss strategies for ensuring the mathematical success of their children.	Candidate communicates information to families about mathematical ideas and processes and suggests good mathematics resources for families to contribute to the mathematical success of their children.	Candidate communicates information to families about mathematical ideas and processes.
6d) Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.				
6d Score ____	Candidate identifies opportunities based on targeted professional learning needs. Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate collaborates with colleagues or participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate identifies potential collaboration or professional learning opportunities that focus on learning and teaching in mathematics education.

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

Indicators	Evaluator	2022 - 2023 Number of Candidates = 0			2021 - 2022 Number of Candidates = 0		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
1a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4e	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4f	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4g	Cooperating Teacher	0	0	0	0	0	0

	University Supervisor	0	0	0	0	0	0
5a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0

Last completer was in 2019-2020. There are two candidates in the pipline.

Student Teaching Content Evaluation <mark>Rubric: Science (NSTA– 5-9 Science Endorsement)</mark>

Bluefield State University School of Education
Student Teaching Content Evaluation: 5-9 Science Specialization Final
(2020 NSTA Standards)
Please rate the teacher candidate with a score of 1, 2, or 3 based on his/her performance.

Accomplished 3	Emerging 2	Unsatisfactory 1
Standard 1: Content Knowledge Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their fields of licensure.		
1a Score ____ Regularly uses and applies the major concepts, principles, theories, laws, and interrelationships of the field of licensure and supporting fields. Explains the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge.	Occasionally uses and applies the major concepts, principles, theories, laws, and interrelationships of the field of licensure and supporting fields. Explains the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge.	Rarely uses and applies the major concepts, principles, theories, laws, and interrelationships of the field of licensure and supporting fields. Explains the nature of science and the cultural norms and values inherent to the current and historical development of scientific knowledge.
1b Score ____ Consistently demonstrates knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.	Sometimes demonstrates knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.	Seldom demonstrates knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.
1c Score ____ Demonstrates knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their licensure level 5-9 students.	Usually demonstrates knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their licensure level 5-9 students.	Fails to demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their licensure level 5-9 students.
Standard 2: Content Pedagogy Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for *all* students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning.		
2a Score ____ Always uses science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate appropriate science and engineering practices, disciplinary core ideas, and crosscutting concepts.	Uses science standards and some appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches. The candidate follows safety procedures and incorporates some appropriate science and engineering practices, disciplinary core ideas, and crosscutting concepts.	Fails to use science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches. The candidate may not follow safety procedures and/or incorporate appropriate science and engineering practices, disciplinary core ideas, and crosscutting concepts.
2b Incorporates appropriate differentiation strategies, wherein *all* students develop	Occasionally incorporates appropriate differentiation strategies, wherein *all* students	Rarely incorporates appropriate differentiation strategies, wherein *all* students develop conceptual knowledge and an understanding of the nature of science. Lessons are not

Score ____	conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.	develop conceptual knowledge and an understanding of the nature of science. Lessons typically engage students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.	engaging for students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.
2c Score ____	Consistently uses engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem.	Inconsistently uses engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem.	Does not use engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem.
2d Score ____	Aligns instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions.	Usually aligns instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions.	Does not attempt to align instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions.
2e Score ____	Integrates science-specific technologies to support all students' conceptual understanding of science and engineering.	Attempts to integrate science-specific technologies to support all students' conceptual understanding of science and engineering.	Fails to integrate science-specific technologies to support all students' conceptual understanding of science and engineering.

Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging *all* students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the

classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals.

3a Score ____	Develops and implements a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.	Usually develops and implements a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.	Rarely develops and implements a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.
3b Score ____	Plans learning experiences for *all* students in a variety of environments (e.g., the laboratory, field, and community) within their fields of licensure.	Attempts to plan learning experiences for *all* students in a variety of environments (e.g., the laboratory, field, and community) within their fields of licensure.	Does not plan learning experiences for *all* students in a variety of environments (e.g., the laboratory, field, and community) within their fields of licensure.
3c Score ____	Regularly plans lessons in which *all* students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of: scientific phenomena, observations, and data.	Often plans lessons in which *all* students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of: scientific phenomena, observations, and data.	Inconsistently plans lessons in which *all* students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of: scientific phenomena, observations, and data.

Standard 4: Safety

Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of licensure.

4a Score ____	Consistently implements activities appropriate for the abilities of *all* students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of licensure.	Usually implements activities appropriate for the abilities of *all* students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of licensure.	Does not implement activities appropriate for the abilities of *all* students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of licensure.
4b Score ____	Consistently demonstrates an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follows policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA).	Often demonstrates an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follows policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA).	May not regularly demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and may not follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA).
4c Score ____	Always demonstrates ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and complies with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure.	Typically demonstrates ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and complies with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure.	May not regularly demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and/ or may not comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure.

Standard 5: Impact on Student Learning
Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching.

5a Score ____	Regularly implements assessments that show all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.	Often implements assessments that show all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and / or crosscutting concepts in practical, authentic, and real-world situations.	Does not consistently implement assessments that show all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.
5b Score ____	Always collects, organizes, analyzes, and reflects on formative and summative evidence and use those data to inform future planning and teaching.	Typically collects, organizes, analyzes, and reflects on formative and summative evidence and use those data to inform future planning and teaching.	Rarely collects, organizes, analyzes, and reflects on formative and summative evidence and use those data to inform future planning and teaching.

5c Score ____	Regularly analyzes science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.	Regularly analyzes science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.	Regularly analyzes science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.
Standard 6: Professional Knowledge and Skills Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for addressing inequities and inclusion for *all* students in science. They identify with and conduct themselves as part of the science education community.			
6a Score ____	Engages in critical reflection on their own science teaching to continually improve their instructional effectiveness.	Regularly engages in critical reflection on their own science teaching to continually improve their instructional effectiveness.	Infrequently engages in critical reflection on their own science teaching to continually improve their instructional effectiveness.
6b Score ____	Participates in professional development opportunities to deepen their science content knowledge and practices.	Sometimes participates in professional development opportunities to deepen their science content knowledge and practices.	Rarely participates in professional development opportunities to deepen their science content knowledge and practices.
6c Score ____	Participates in professional development opportunities to expand their science-specific pedagogical knowledge.	Sometimes participates in professional development opportunities to expand their science-specific pedagogical knowledge.	Rarely participates in professional development opportunities to expand their science-specific pedagogical knowledge.

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

Indicators	Evaluator	2022 - 2023 Number of Candidates = 0			2021 - 2022 Number of Candidates = 0		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
1a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2e	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5c	Cooperating Teacher	0	0	0	0	0	0

	University Supervisor	0	0	0	0	0	0
6a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
6c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0

One candidate in the pipeline for completion in Fall 2023.

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

Bluefield State University School of Education
Student Teaching Content Evaluation: 5-9 Social Studies Specialization Final
(2017 NCSS Standards)
Please rate the teacher candidate with a score of 1, 2, or 3 based on his/her performance.

	Accomplished 3	Emerging 2	Unsatisfactory 1
Standard 1: Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary facts, concepts, and tools; structures of inquiry; and forms of representation.			
1a Score ____	Candidate is are knowledgeable about the *concepts, facts, and tools* in civics, economics, geography, history, and the social/behavioral sciences.	Candidate is somewhat knowledgeable about the *concepts, facts, and tools* of civics, economics, geography, history, and the social/behavioral sciences.	Candidate is not knowledgeable about the *concepts, facts, and tools* in civics, economics, geography, history, and the social/behavioral sciences.
1b Score ____	Candidate is knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.	Candidate is somewhat knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.	Candidate is not knowledgeable about *disciplinary inquiry* in civics, economics, geography, history, and the social/behavioral sciences.
1c Score ____	Candidate is knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.	Candidate is somewhat knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.	Candidate is not knowledgeable about *disciplinary forms of representation* in civics, economics, geography, history, and the social/behavioral sciences.
Standard 2: Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.			
2a Score ____	Candidate consistently plans learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	Candidate usually plans learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.	Candidate does not regularly plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.
2b Score ____	Candidate consistently plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.	Candidate usually plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.	Candidate does not regularly plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

2c Score ____	Candidate consistently plans learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	Candidate usually plans learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.	Candidate does not regularly plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.
2d Score ____	Candidate consistently plans learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.	Candidate usually plans learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.	Candidate does not regularly plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.
2e Score ____	Candidate consistently plans learning sequences that use technology to foster civic competence.	Candidate usually plans learning sequences that use technology to foster civic competence.	Candidate does not regularly plan learning sequences that use technology to foster civic competence.

Standard 3: Design and Implementation of Instructional and Assessment Practices
Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

3a Score ____	Candidate regularly designs and implements a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidate normally designs and implements a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidate rarely designs and implements a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
3b Score ____	Candidate regularly designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidate normally designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Candidate rarely designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
3c Score ____	Candidate commonly uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate occasionally uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate rarely uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
3d Score ____	Candidate commonly exhibits data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate occasionally exhibits data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate does not exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
3e Score ____	Candidate commonly engages learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate occasionally engages learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Candidate does not engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Standard 4: Social Studies Learners and Learning
Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environment, and prepare learners to be informed advocates for an inclusive and equitable society.

4a Score ____	Candidate frequently uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Candidate occasionally uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Candidate does not use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.
4b Score ____	Candidate facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	Candidate often facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	Candidate does not facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
4c Score ____	Candidate frequently engages learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	Candidate sometimes engages learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.	Candidate does not engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Standard 5: Professional Responsibility and Informed Action
Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

5a Score ____	Candidate consistently uses theory and research to continually improve his/her social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	Candidate usually uses theory and research to continually improve his/her social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.	Candidate rarely uses theory and research to continually improve his/her social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.
5b Score ____	Candidate consistently explores, interrogates, and reflects upon his/her own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within schools and/or communities.	Candidate usually explores, interrogates, and reflects upon his/her own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within schools and/or communities.	Candidate rarely explores, interrogates, and reflects upon his/her own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within schools and/or communities.
5c Score ____	Candidate frequently takes informed action in schools and/or communities and serves as an advocate for learners, the teaching profession, and/or social studies.	Candidate sometimes takes informed action in schools and/or communities and serves as an advocate for learners, the teaching profession, and/or social studies.	Candidate does not takes informed action in schools and/or communities and serves as an advocate for learners, the teaching profession, and/or social studies.

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

Indicators	Evaluator	2022 - 2023 Number of Candidates = 0			2021 - 2022 Number of Candidates = 0		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
1a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
1c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
2e	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3d	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
3e	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4a	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
4c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5a	Cooperating Teacher	0	0	0	0	0	0

	University Supervisor	0	0	0	0	0	0
5b	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0
5c	Cooperating Teacher	0	0	0	0	0	0
	University Supervisor	0	0	0	0	0	0

Bluefield State University School of Education

Student Teaching Content Evaluation: Multi-Categorical Special Education Specialization Final
(2020 CEC Standards)

Teacher Candidate Name: _____ School/Grade(s): _____

Please review the criteria and indicate if the candidate scores a 3 "Target", 2 "Satisfactory", or 1 "Unsatisfactory" for each category within the rubric.

Target 3	Satisfactory 2	Unsatisfactory 1
Standard 1: Engaging in Professional Learning and Practice Within Ethical Guidelines		
1.1 Candidates practice within ethical guidelines and legal policies and procedures.		
The teacher candidate always demonstrates knowledge of school and district procedures and regulations related to punctuality, attendance, maintaining accurate records, and communication with families. The teacher candidate always demonstrates integrity and professional behavior, professional conduct as stated in the Student Teacher Handbook (Dispositions), and local, state, and federal regulations.	The teacher candidate demonstrates knowledge of school and district procedures and regulations related to punctuality, attendance, maintaining accurate records, and communication with families. The teacher candidate demonstrates integrity and professional behavior, professional conduct as stated in the Student Teacher Handbook (Dispositions), and local, state, and federal regulations.	The teacher candidate does not demonstrate knowledge of school and district procedures and regulations related to punctuality, attendance, maintaining accurate records, and communication with families. The teacher candidate rarely demonstrates integrity and professional behavior, professional conduct as stated in Student Teacher Handbook (Dispositions), and local, state, and federal regulations.
1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.		
The teacher candidate always exhibits respect for individual differences, diversity, and cultural / gender equity by providing for individual differences by doing all of the following: establishing rules of respect for others, participating in meetings when possible, maintaining confidentiality, collaborating with families to support learning and secure needed services, and demonstrating familiarity with safety precautions for all students.	The teacher candidate exhibits respect for individual differences, diversity, and cultural / gender equity by providing for individual differences by doing at least four of the following routinely: establishing rules of respect for others, participating in meetings when possible, maintaining confidentiality, collaborating with families to support learning and secure needed services, and demonstrating familiarity with safety precautions for all students.	The teacher candidate rarely exhibits respect for individual differences, diversity, and cultural / gender equity by providing for individual differences and makes minimal or no effort to do any of the following: establishing rules of respect for others, participating in meetings when possible, maintaining confidentiality, collaborating with families to support learning and secure needed services, and demonstrating familiarity with safety precautions for all students.
1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.		
The teacher candidate reflects on each piece of instructional practice and student learning, always	The teacher candidate reflects daily on instructional practice and student learning, displays good professional	The teacher candidate rarely reflects on instructional practice or student learning and fails to display good

	displays good professional judgement, always obtains appropriate consent before making changes to instructional plans, and regularly participates in inclusion support activities when appropriate.	judgement, obtains appropriate consent before making changes to instructional plans, and participates in inclusion support activities when appropriate.	professional judgement, does not obtain appropriate consent before making changes to instructional plans, and does not participate in inclusion support activities when appropriate.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

2.1	Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.		
	The teacher candidate always applies knowledge of student development to develop a comprehensive understanding of a student's strengths and needs and to create daily learning experiences that are adapted to individual student needs as demonstrated in lesson planning. The teacher candidate always demonstrates the selection and use of appropriate and effective materials, the development of a variety of activities for students to practice and demonstrate learning, the implementation of questioning and discussion strategies, and the use of re-teaching to mastery when necessary.	The teacher candidate applies knowledge of student development to develop a thorough understanding of a student's strengths and needs and to create learning experiences that are adapted to individual student needs as demonstrated in lesson planning. The teacher candidate frequently demonstrates at least four of the following: the selection and use of appropriate and effective materials, the development of a variety of activities for students to practice and demonstrate learning, the implementation of questioning and discussion strategies, and the use of re-teaching to mastery when necessary.	The teacher candidate rarely applies knowledge of student development to develop a basic understanding of a student's strengths and needs and to create learning experiences that are adapted to individual student needs as demonstrated in lesson planning. The teacher candidate fails to demonstrate the following: the selection and use of appropriate and effective materials, the development of a variety of activities for students to practice and demonstrate learning, the implementation of questioning and discussion strategies, and the use of re-teaching to mastery when necessary.
2.2	Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.		
	The teacher candidate always applies knowledge of diverse factors (i.e. families, language, cultures, communities, and individual differences) to identify and prioritize long- and short-term learning goals and systematically design instruction toward a specific learning goal. The teacher candidate is aware of and practices the implementation of appropriate lesson pacing, a variety of questioning and discussion strategies to engage learners, the use of examples and non-examples, flexibility, and adjusting the content as needed.	The teacher candidate applies knowledge of diverse factors (i.e. families, language, cultures, communities, and individual differences) to identify long- and short-term learning goals and systematically design instruction toward a specific learning goal. The teacher candidate is aware of the implementation of and practices at least four of the following: appropriate lesson pacing, a variety of questioning and discussion strategies to engage learners, the use of examples and non-examples, flexibility, and adjusting the content as needed.	The teacher candidate rarely applies knowledge of diverse factors (i.e. families, language, cultures, communities, and individual differences) to identify long- and short-term learning goals or to design instruction toward a specific learning goal. The teacher candidate does not display awareness of the implementation of the following: appropriate lesson pacing, a variety of questioning and discussion strategies to engage learners, the use of examples and non-examples, flexibility, and adjusting the content as needed.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

3.1	Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.		
	The teacher candidate has comprehensive knowledge of state standards for grade level in relevant content domains and creates lesson plans that reflect content appropriate pedagogy across	The teacher candidate has reasonable knowledge of state standards for grade level in relevant content domains and develops lesson plans that reflect content appropriate pedagogy across curricular content areas. The teacher	The teacher candidate has inadequate knowledge of state standards for grade level in relevant content domains and fails to develop lesson plans that reflect content appropriate pedagogy across curricular content areas.

	multiple curricular content areas. The teacher candidate always applies knowledge of instructional goals that are adapted to individual student needs. The teacher candidate creatively develops and modifies curriculum to address individual needs by always designing and delivering differentiated instruction tailored to each student and across multiple levels of learning.	candidate applies knowledge of instructional goals that are adapted to individual student needs. The teacher candidate develops and modifies curriculum to address individual needs by designing and delivering differentiated instruction tailored to each student and across multiple levels of learning.	The teacher candidate rarely applies knowledge of instructional goals that are adapted to individual student needs. The teacher candidate fails to develop and modify curriculum to address individual needs by designing and delivering generic instruction that is not appropriate for all students.
3.2	Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.		
	The teacher candidate writes daily lesson plans that reflect systematically designed instruction toward a specific learning goal. Differentiation, based on learner differences including development / culture / interests / proficiencies, is always evident in lesson planning. The teacher candidate prepares highly effective general and specialized materials and resources reflecting appropriate accommodations and modifications to make content accessible for all students to learn allowing for a generalization of skills.	The teacher candidate writes lesson plans that reflect systematically designed instruction toward a specific learning goal. Differentiation, based on learner differences including development / culture / interests / proficiencies, is evident in lesson planning. The teacher candidate prepares effective general and specialized materials and resources reflecting appropriate accommodations and modifications to make content accessible for all students.	The teacher candidate rarely writes lesson plans that reflect systematically designed instruction toward a clear learning goal. Differentiation, based on learner differences including development / culture / interests / proficiencies, is not evident in lesson planning. The teacher candidate fails to prepare effective materials and resources that reflect appropriate accommodations and modifications to make content accessible for all students.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

4.1	Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.		
	The teacher candidate utilizes research-based formal and informal assessments to meet learning goals and aligns effective assessment strategies with the learning goals and objectives of instruction as evidenced within the lesson plan. Lesson plans reflect extensive understanding of authentic assessment that effectively accommodates learners' interests and needs. The teacher candidate consistently monitors student learning and provides specific feedback to students multiple times daily. The teacher candidate can interpret and clearly communicate assessment information with stakeholders to collaboratively design and implement educational programs.	The teacher candidate utilizes formal and informal assessments to meet learning goals and aligns effective assessment strategies with the learning goals and objectives of instruction as evidenced within the lesson plan. Lesson plans reflect a thorough understanding of authentic assessment that effectively accommodates learners' interests and needs. The teacher candidate monitors student learning and provides specific feedback to students daily. The teacher candidate can interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs when needed.	The teacher candidate does not utilize formal and informal assessments to meet learning goals and fails to align effective assessment strategies with the learning goals and objectives of instruction as evidenced within the lesson plan. Lesson plans do not reflect an understanding of authentic assessment that effectively accommodates learners' interests and needs. The teacher candidate rarely monitors student learning and does not provide specific feedback to students daily. The teacher candidate cannot interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
4.2	Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.		
	The teacher candidate conducts and reviews assessments in order to develop a comprehensive	The teacher candidate conducts assessments to identify and understand strengths and / or needs of individual	The teacher candidate does not conduct assessments to identify

	understanding of a student's strengths and needs and uses this information in planning individualized programs, supports, and services.	students and attempts to use the information it in planning programs, supports, and services.	strengths or needs of individual students and does not use it in planning programs and services.
4.3	Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.		
	The teacher candidate seeks out and analyzes multiple sources of student performance data to understand student's strengths and needs, to monitor progress, to communicate with stakeholders in implementing educational programs, and to make necessary adjustments aimed at improving student outcomes. The teacher candidate uses a wide variety of resources available in the school or district, including materials and technology.	The teacher candidate analyzes available sources of student performance data in order to do at least 3 of the following: understand student's strengths and needs, to monitor progress, to communicate with stakeholders in implementing educational programs, and to make necessary adjustments aimed at improving student outcomes. The teacher candidate uses resources available in the school or district, including materials and technology.	The teacher candidate does not analyze available sources of student performance data and not do the following: understand student's strengths and needs, to monitor progress, to communicate with stakeholders in implementing educational programs, and to make necessary adjustments aimed at improving student outcomes. The teacher candidate does not use resources available in the school or district, including materials and technology.

Standard 5: Supporting Learning Using Effective Instruction

5.1	Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.		
	The teacher candidate always demonstrates knowledge of pedagogy, WV Standards, and students' strengths and needs in lesson planning. The teacher candidate frequently and actively uses student data to analyze instructional practices and make adjustments that improve student outcomes. The teacher candidate creatively individualizes curriculum, instruction, and assessment for each student with exceptionalities in accordance with their learning goals.	The teacher candidate demonstrates knowledge of pedagogy, WV Core Standards, and students' needs in lesson planning. The teacher candidate actively uses student data to reflect on instructional practices and make adjustments that improve student outcomes. The teacher candidate appropriately individualizes curriculum, instruction and assessment for some students with exceptionalities in accordance with their learning goals.	The teacher candidate rarely demonstrates knowledge of pedagogy, WV Core Standards, and students in lesson planning. The teacher candidate does not use student data to reflect on instructional practices and make adjustments that improve student outcomes. The teacher candidate fails to individualize curriculum, instruction and assessment for students with exceptionalities in accordance with their learning goals.
5.2	Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.		
	The teacher candidate creates many meaningful learning experiences and activities to promote the active engagement of all students. The teacher candidate creatively develops materials / activities that challenge students to think critically about content while supporting the learning and developmental needs of all students.	The teacher candidate creates some meaningful learning experiences and activities to promote the active engagement of all students. The teacher candidate develops materials / activities that challenge most students to think critically about content while supporting the learning and developmental needs of most students.	The teacher candidate rarely implements meaningful learning experiences and activities to promote the active engagement of all students. The teacher candidate fails to develop materials / activities that challenge any students to think critically about content and may or may not support the learning and developmental needs of most students.
5.3	Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.		
	The teacher candidate demonstrates an advanced amount of knowledge of content and always utilizes the principles of systematically designed	The teacher candidate demonstrates knowledge of content and utilizes the principles of systematically designed and	The teacher candidate rarely demonstrates knowledge of content and does not utilize the principles of systematically designed and explicit instruction in the

	and explicit instruction in the planning and teaching of lessons. Goals and assessments are well-adapted to a learning-centered culture and individual student needs.	explicit instruction in the planning and teaching of lessons. Goals and assessments are adapted to individual student needs.	planning or teaching of lessons. Goals and assessments are not evident or appropriate.
5.4	Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.		
	The teacher candidate effectively and regularly utilizes flexible grouping while managing the behavior of individuals and groups in ways that are developmentally appropriate and clearly reflect principles of positive behavior support in order to meet the needs of all students. The teacher candidate incorporates both educative and preventative interventions.	The teacher candidate adequately utilizes flexible grouping while managing the behavior of individuals and groups in ways that are developmentally appropriate and generally reflect principles of positive behavior support in order to meet the needs of all students. The teacher candidate incorporates educative or preventative interventions.	The teacher candidate does not demonstrate the use of flexible grouping and has difficulty managing the behavior of individuals or groups in ways that are developmentally appropriate and often violates principles of positive behavior support. The teacher candidate relies on reductive interventions.
5.5	Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.		
	The teacher candidate always establishes a welcoming and supportive classroom climate that fosters individual performance and group collaboration for all students and promotes each student's self-esteem through frequent praise and helpful feedback. The teacher candidate consistently and effectively teaches and encourages students to use a range of group process, conflict resolution, and problem-solving strategies to achieve desired outcomes for students.	The teacher candidate typically establishes a welcoming and supportive classroom climate that fosters individual performance and group collaboration for most students and promotes students' self-esteem through praise and feedback. The teacher candidate generally teaches and encourages students to use a range of group process or conflict resolution or problem-solving strategies to achieve desired outcomes for students.	The teacher candidate fails to establish a welcoming or supportive classroom climate that may inhibit individual performance, group collaboration, or students' self-esteem through insufficient feedback or criticism. The teacher candidate rarely teaches and encourages students to use a range of group process or conflict resolution or problem-solving strategies and / or cannot work to achieve desired outcomes for students.
5.6	Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.		
	The teacher candidate applies the most current evidence-based practices to adapt curriculum tasks and materials for specific learning goals. The teacher candidate uses scaffolding and intensive instruction to fully individualize learning and address the needs of specific individuals and their exceptionalities. The teacher candidate also teaches cognitive and metacognitive strategies and uses assistive / instructional technology to teach learning and independence.	The teacher candidate applies standard evidence-based practices to adapt curriculum tasks and materials for specific learning goals. The teacher candidate uses scaffolding or intensive instruction to individualize learning and address the needs of most individuals and their exceptionalities. The teacher candidate also teaches some cognitive and metacognitive strategies and uses assistive / instructional technology to teach learning and independence.	The teacher candidate applies practices that are not be evidence-based or are outdated. The teacher candidate does not use scaffolding or intensive instruction to individualize learning and address the needs of students with exceptionalities. The teacher candidate fails to teach cognitive and metacognitive strategies and does not use assistive / instructional technology to teach learning and independence.
Standard 6: Supporting Social, Emotional, and Behavioral Growth			
6.1	Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.		
	The teacher candidate always provides equitable learning opportunities for students, implements a variety of effective classroom routines and procedures to ensure on task and productive learning, and teaches respectful and prosocial behaviors. The teacher candidate provides	The teacher candidate provides equitable learning opportunities for students, implements effective classroom routines, and procedures, and teaches prosocial behaviors. The teacher candidate provides constructive feedback daily to guide student learning and behavior and	The teacher candidate does not attempt to provide equitable learning opportunities for students, does not attempt to implement effective classroom routines, and rarely teaches prosocial behaviors. The teacher candidate provides limited or no feedback to guide student learning and behavior and safety in the

	consistent and constructive feedback multiple times per day to guide student learning and appropriate behavior and ensures that safety in the classroom is under clear control of the teacher candidate.	ensures that safety in the classroom is under clear control of the teacher candidate.	classroom may not be under the control of the teacher candidate.
6.2	Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.		
	The teacher candidate routinely establishes and maintains an organized and respectful classroom climate through enthusiasm, encouragement, and a positive disposition. The teacher candidate provides feedback multiple times a day as to what behaviors are expected in order to effectively manage behavior while demonstrating respect for individual differences. The teacher candidate regularly accommodates student needs to ensure that appropriate interactions are well established between the teacher and students and among students.	The teacher candidate establishes and maintains an organized and respectful classroom climate. The teacher candidate provides feedback daily as to what behaviors are expected in order to effectively manage behavior while demonstrating respect for individual differences. The teacher candidate accommodates student needs to ensure that appropriate interactions are established between the teacher and students and among students.	The teacher candidate does not establish and / or maintain an organized and respectful classroom climate. The teacher candidate does not provide frequent, if any, feedback as to what behaviors are expected in order to effectively manage behavior and does not demonstrate respect for individual differences. The teacher candidate does not accommodate student needs to ensure that appropriate interactions are established between the teacher and students and among students.
6.3	Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.		
	The teacher candidate uses 4+ sources of information to develop a comprehensive understanding of a student's strengths and needs and uses that knowledge to provide scaffolded supports and explicit instruction to teach generalization of skills. The teacher candidate implements functional behavioral assessments as needed to inform behavior support plans.	The teacher candidate uses at least 3 sources of information to develop a comprehensive understanding of a student's strengths and needs and uses that knowledge to provide scaffolded supports and explicit instruction to teach the generalization of skills. The teacher candidate assists with implementing functional behavioral assessments as needed to inform behavior support plans.	The teacher candidate rarely uses any sources of information to develop a comprehensive understanding of a student's strengths and needs. The teacher candidate rarely uses that knowledge to provide scaffolded supports and / or explicit instruction to teach the generalization of skills. The teacher candidate does not assist with implementing functional behavioral assessments as needed to inform behavior support plans.

Standard 7: Collaborating with Team Members

7.1	Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.		
	The teacher candidate demonstrates knowledge of and participates in national, state, district, school, and university professional growth and developmental opportunities when available. The teacher candidate initiates the organization and facilitation of effective meetings with professionals and families when necessary.	The teacher candidate demonstrates knowledge of and participates in national, state, district, school, and university professional growth and developmental opportunities. The teacher candidate organizes and facilitates effective meetings with professionals and families when necessary and with direction.	The teacher candidate does not demonstrate knowledge of and does not participate in national, state, district, school, and university professional growth and developmental opportunities. The teacher candidate does not organize or facilitate effective meetings with professionals and families when necessary.
7.2	Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.		
	The teacher candidate initiates and maintains professional relationships with families to support student learning and secure needed services. The teacher candidate initiates and maintains	The teacher candidate demonstrates the ability to cultivate professional relationships with families to support student learning and secure needed services. The teacher candidate demonstrates the ability to cultivate	The teacher candidate lacks the ability to cultivate professional relationships with families, paraprofessionals, school colleagues and does not communicate with students, colleagues, related service

	professional relationships with paraprofessionals, school colleagues and communicates effectively with students, colleagues, related service providers, and administrators to increase student success. The candidate accepts and responds to constructive feedback.	professional relationships with paraprofessionals, school colleagues and communicates with students, colleagues, related service providers, and administrators to increase student success. The candidate accepts and makes efforts to respond to constructive feedback.	providers, and administrators. The candidate does not willingly accept or respond to constructive feedback.
7.3	Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.		
	The teacher candidate seeks out, initiates, and maintains professional relationships with community service providers in order to increase student success. The candidate frequently demonstrates initiative in seeking out other duties and responsibilities to meet the needs of students.	The teacher candidate demonstrates the ability to cultivate professional relationships with community service providers in order to increase student success. The candidate demonstrates initiative in seeking out other duties and responsibilities to meet the needs of students.	The teacher candidate lacks the ability to cultivate professional relationships with community service providers in order to increase student success. The candidate does not demonstrate initiative in seeking out other duties and responsibilities to meet the needs of students.
7.4	Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.		
	The teacher candidate initiates and maintains professional working / mentoring relationships with paraprofessionals in order to increase student success.	The teacher candidate demonstrates the ability to cultivate professional working / mentoring relationships with paraprofessionals in order to increase student success.	The teacher candidate lacks the ability to cultivate professional working / mentoring relationships with paraprofessionals in order to increase student success.

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

Indicators	Evaluator	2022 - 2023 Number of Candidates = 2			2021 - 2022 Number of Candidates = 1		
		Accomplished	Emerging	Unsatisfactory	Accomplished	Emerging	Unsatisfactory
1.1	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
1.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
1.3	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
2.1	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	0	1 / 100%	0
2.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
3.1	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
3.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
4.1	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
4.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	0	1 / 100%	0
4.3	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
5.1	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	0	1 / 100%	0
5.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
5.3	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
5.4	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
5.5	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
5.6	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0

6.1	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
6.2	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
6.3	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
7.1	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
7.2	Cooperating Teacher	1 / 50%	1 / 50%	0	0	1 / 100%	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
7.3	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0
7.4	Cooperating Teacher	1 / 50%	1 / 50%	0	1 / 100%	0	0
	University Supervisor	1 / 50%	1 / 50%	0	1 / 100%	0	0