SAINT MARY'S COLLEGE Teacher Education Program TEACHER CANDIDATE STANDARDS RUBRIC

STANDARD	LEVEL			
	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#1 Student	Shows a willingness to: under-	Has the ability to occasionally:	Has the ability frequently to:	Has the ability to consistently:
Development &	stand in a broad &	understand & apply in a broad &	understand & apply in a broad &	understand & apply in a broad &
Diversity	comprehensive way factors	comprehensive way factors related	comprehensive way factors related	comprehensive way factors related to
2,	related to student development,	to student development, including	to student development, including	student development, including major
	including major concepts,	major concepts, theories, &	major concepts, theories, &	concepts, theories, & processes
	theories, & processes	processes surrounding cognitive	processes surrounding cognitive	surrounding cognitive linguistic, social,
	surrounding cognitive linguistic,	linguistic, social, emotional, physical	linguistic, social, emotional, physical	emotional, physical & moral
	social, emotional, physical &	& moral development of students,	& moral development of students, as	development of students, as well as
	moral development of students,	as well as developmental challenges	well as developmental challenges &	develop-mental challenges & factors of
	as well as develop-mental	& factors of diversity, such as	factors of diversity, such as cultural,	diversity, such as cultural, economic,
	challenges & factors of diversity,	cultural, economic, gender, religion,	economic, gender, religion, family	gender, religion, family background,
	such as cultural, economic,	family background, exceptionality &	background, exceptionality &	exceptionality & language origin & to
	gender, religion, family	language origin & to plan how to	language origin & to frequently &	consistently & appropriately meet
	background, exceptionality &	appropriately meet these needs	appropriately meet these student	these student needs.
	language origin & to envision	from time to time.	needs.	
	how to respond to these needs.			
#2 Learning	Shows a willingness to: have a	Has the ability to occasionally:	Has the ability to frequently: have a	Has the ability to consistently: have a
Processes	broad & comprehensive under-	understand & apply a broad &	broad & comprehensive	broad & comprehensive under-standing
	standing of learning processes,	comprehensive understanding of	understanding of learning processes,	of learning processes, including know-
	including knowledge of major	learning processes, including know-	including knowledge of major	ledge of major theories & concepts,
	theories & concepts, how	ledge of major theories & concepts,	theories & concepts, how students	how students construct meaning, ac-
	students construct meaning,	how students construct meaning,	construct meaning, acquire thinking	quire thinking skills, the importance of
	acquire thinking skills, the	acquire thinking skills, the	skills, the importance of experiential	experiential learning, ways to make
	importance of experiential	importance of experiential learning,	learning, ways to make instruction	instruction relevant & rigorous, ways to
	learning, ways to make	ways to make instruction relevant &	relevant & rigorous, ways to	encourage students to produce original
	instruction relevant & rigorous,	rigorous, ways to encourage	encourage students to produce	thinking using effective time
	ways to encourage students to	students to produce original	original thinking using effective time	management & taking into
	produce original thinking using	thinking using effective time	management & taking into	consideration prior knowledge,
	effective time management &	management & taking into	consideration prior knowledge,	interests & talents, including through
	taking into consideration prior	consideration prior knowledge,	interests & talents, including through	the use of technology.
	knowledge, interests & talents,	interests & talents, including	the use of technology.	
	including through the use of	through the use of technology.		
	technology.			

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	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#3 Instructional	Shows a willingness to:	Has the ability to occasionally:	Has the ability to frequently:	Has the ability to consistently:
Planning	understand curricular compo-	understand & apply curricular	understand & apply curricular	understand & apply curricular
& Delivery	nents & how to deliver them	components & ways to deliver	components & how to deliver	components & how to deliver them
	in a way that is standards-	them in a way that is standards-	them in a way that is standards-	in a way that is standards-based,
	based, differentiated, tiered,	based, differentiated, tiered, &	based, differentiated, tiered, &	differentiated, tiered, & data-
	& data-driven, intended to	data-driven, intended to engage	data-driven, intended to engage	driven, intended to engage all
	engage all learners & is	all learners & is assessable,	all learners & is assess-able,	learners & is assessable, project-
	assessable, project-based,	project-based, globally focused,	project-based, globally focused,	based, globally focused, Universally
	globally focused, Universally	Universally Designed for	Universally Designed for	Designed for Learning, culturally
	Designed for Learning, culturally responsive, as well	Learning, culturally responsive, as well as interdisciplinary,	Learning, culturally responsive, as well as interdisciplinary, fluent, &	responsive, as well as interdisciplinary, fluent, &
	as interdisciplinary, fluent, &	fluent, & grounded in current	grounded in current	grounded in current technologies.
	grounded in current	technologies.	technologies.	grounded in current technologies.
	technologies.	tecinologies.	technologies.	
	teemologies.			
	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#4 Assessment	Shows a willingness to: define	Has the ability to occasionally:	Has the ability to frequently:	Has the ability to consistently:
n4 Assessment	& describe the purpose and	define & describe the purpose	define & describe the purpose	define & describe the purpose &
	functions of both formative &	and functions of both formative	and functions of both formative	functions of both formative &
	summative assessment, along	& summative assessment, as	& summative assessment, as well	summative assessment, as well as
	with the relationship of	well as to implement effective	as to implement effective	to implement effective assessment,
	assessment to instruction,	assessment, along with the	assessment, along with the	along with maximizing the relation-
	including using Response to	relationship of assessment to	relationship of assessment to	ship of assessment to instruction,
	Instruction & the Indiana	instruction, including using	instruction, including using	including using Response to
	Growth Model, as well as the	Response to Instruction & the	Response to Instruction & the	Instruction & the Indiana Growth
	use of assessment results to	Indiana Growth Model, as well	Indiana Growth Model, as well as	Model, as well as the use of
	continuously improve student	as using assessment results to	the use of assessment results to	assessment results to continuously
	achievement, & to include	continuously improve student	continuously improve student	improve student achievement, & to
	families as active participants	achievement & to include	achievement, & to include	include families as active
	in reflection, self-assessment	families as active participants in	families as active participants in	participants in reflection, self-
	& goal setting through	reflection, self-assessment &	reflection, self-assessment & goal	assessment & goal setting through
	effective communication.	goal setting through effective	setting through effective	effective communication.
		communication.	communication.	

	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#5 Learning Environment	Shows a willingness to: Identify the factors that create a safe, healthy, supportive, & inclusive learning environment both indoors & outdoors, as well a culture of high expectations & cultural responsiveness, including virtual learning environments, online environments, with positive & appropriate classroom management.	Has the ability to occasionally: Identify & apply the factors that create a safe, healthy, supportive, & inclusive learning environment both indoors & outdoors, as well a culture of high expectations and cultural responsiveness, including virtual learning environments, online environments, with positive & appropriate classroom management.	Has the ability to frequently: Identify & apply the factors that create a safe, healthy, supportive, & inclusive learning environment both indoors & outdoors, as well a culture of high expectations and cultural responsiveness, including virtual learning environments, online environments, with positive & appropriate classroom management.	Has the ability to consistently: Identify & apply the factors that create a safe, healthy, supportive, & inclusive learning environment both indoors & outdoors, as well a culture of high expectations and cultural responsive- ness, including virtual learning environments, online environments, with positive & appropriate classroom management.
#6 The Professional Environment	Shows a willingness to: Identify the factors & skills necessary for productive collaboration with diverse stakeholders to en-sure & support learning, including coordination with community institutions, agencies, programs & organizations that advocate for & serve children & families, both interpersonally and digitally, recognize and advocate for job- embedded continual professional development, including know- ledge of rights & responsibilities in varied educational contexts regarding working with diverse student needs.	Has the ability to occasionally: Identify & apply the factors & skills necessary for productive collaboration with diverse stakeholders to ensure & support learning, including co-ordination with community institutions, agencies, programs & organizations that advocate for and serve children & families, both interpersonally and digitally, recognize and advocate for job-embedded continual professional development, including knowledge of rights & responsibilities in varied educational contexts regarding working with diverse student needs.	Has the ability to frequently: Identify & apply the factors & skills necessary for productive collaboration with diverse stakeholders to ensure & support learning, including coordination with community institutions, agencies, programs & organizations that advocate for and serve children & families, both inter-personally and digitally, recognize and advocate for job-embedded continual professional development, including knowledge of rights & responsibilities in varied educational contexts regarding working with students with diverse student needs.	Has the ability to consistently: Identify & apply the factors & skills necessary for productive collaboration with diverse stakeholders to ensure & support learning, including coordination with community institutions, agencies, programs & organizations that advocate for and serve children & families, both interpersonally and digitally, re-cognize and advocate for job-embedded continual professional development, including know-ledge of rights & responsibilities in varied educational contexts regarding working with diverse student needs.

STANDARD	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#7 Reading	Shows a willingness to: identify, define, and use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics,	Has the ability to occasionally: identify, define, and use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics,	Has the ability to frequently: Identify, define, & use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics,	Has the ability to consistently: Identify, define, & use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics, vocabulary, fluency, and comprehension;
	vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and development-tally appropriate assessment, instruction, intervention, extension, and ongoing progress-monitoring in literacy instruction (RTI); contentarea and disciplinary literacy skills and instructional practices based on student learning standards.	vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and development-tally appropriate assessment, instruction, intervention, extension, and ongoing progress-monitoring in literacy instruction (RTI); content-area and disciplinary literacy skills and instructional practices based on student learning standards.	vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and development-tally appropriate assessment, instruction, intervention, extension, and ongoing progress-monitoring in literacy instruction (RTI); content-area and disciplinary literacy skills and instructional practices based on student learning standards.	major components, skills, and practices of evidence-based and development-tally appropriate assessment, instruction, intervention, extension, and on-going progress-monitoring in literacy instruction (RTI); content-area and disciplinary literacy skills and instructional practices based on student learning standards.
				OUTSTANDING
8. Content	Shows a willingness to understand the central concepts, tools of inquiry, and structures of the discipline (s) s/he is teaching & recognizes that s/he can create learning experiences that make these aspects of the discipline accessible & meaningful for learners.	DEVELOPING Has the ability to occasionally demonstrate her/his understanding of the central concepts, tools of inquiry, and structures of the discipline(s) s/he is teaching and is able from time to time to create learning experiences that make these aspects of the discipline accessible & meaningful for learners.	Has the ability to frequently demonstrate her/his understanding of the central concepts, tools of inquiry, and structures of the discipline(s) s/he is teaching and is able to frequently create learning experiences that make these aspects of the discipline accessible and meaningful for learners.	Has the ability to consistently demonstrate her/his understanding of the central concepts, tools of inquiry, and structures of the discipline(s) s/he is teaching and is able to consistently create learning experiences that make the discipline accessible and meaningful for learners.