

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

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

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

	BEGINNING	DEVELOPING	PROFICIENT	OUTSTANDING
#5 Learning Environment	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 responsiveness, including virtual learning environments, online environments, with positive & appropriate classroom management.</p>
#6 The Professional Environment	<p>Shows a willingness to: Identify 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 & 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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#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, vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and developmentally 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.	Has the ability to occasionally: identify, define, and use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics, vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and developmentally 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.	Has the ability to frequently: Identify, define, & use foundations of literacy development grounded in scientifically based reading instruction (SBRR) including phonemic awareness, phonics, vocabulary, fluency, and comprehension; major components, skills, and practices of evidence-based and developmentally 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.	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; major components, skills, and practices of evidence-based and developmentally 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	BEGINNING 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.	PROFICIENT 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.