

**RUBRIC
FOR ASSESSING
PROFESSIONAL SEMESTER EVALUATIONS**

Exceeds Target: The teacher candidate is exceptional in the knowledge, skills, and dispositions exhibited during the internship. H/She models the Skilled, Reflective, and Responsive teacher attributes. The “outstanding” teacher candidate is always prepared to teach, can think on his/her feet, is able to change the lesson at a moment’s notice based on student needs of the diverse student. This teacher candidate is able to reflect on teaching and learning and make positive changes which will cause learning to occur. The outstanding teacher candidate displays the dispositions which will allow for effective communication and interaction, fostering a community approach to educating children. The “outstanding” teacher candidate works effectively with parents and performs well above expected levels.

Target: The teacher candidate rated as “good” has a basic grasp of the knowledge, skills, and dispositions needed to cause learning to occur. S/He knows the SRRT model but does not always reflect the tenets of the model. Lesson planning is adequate and steady but not necessarily creative or exciting. The “good” teacher candidate teaches to the lesson plan and may not be able to adjust during the teaching/learning, but is able to readjust the next day’s instruction, based on responsive reflection, to meet the needs of the student. The “good” teacher candidate performs at expected levels of performance.

Acceptable: A teacher candidate rated as “fair” meets minimal competencies in all areas. This candidate is familiar with the SRRT model but has minimal skills in the implementation and modeling of SRRT concepts. The “fair” teacher candidate is prepared but lessons may not reflect appropriateness to meet student needs for mastery of content. Dispositional interaction may cause problems with parents, colleagues, college personnel, or partner teachers. The “fair” teacher candidate tries, but does not have a solid foundation in the teaching/learning process.

Unacceptable: The “poor” teacher candidate has deficiencies in many areas. Most would be enrolled in the Teacher Candidate Assistance Program. This candidate does not reflect the SRRT model concepts nor are the dispositions conducive to appropriate interaction in the teaching/learning environment. The candidate rated as “poor” is deficient in the planning and delivery of instruction and may have difficulty reflecting on performance and modifying instruction based on that reflection. A “poor” candidate would not be recommended for licensure.

N/A: Not Applicable or No Opportunity to Observe.