

Final Evaluation Template *Elementary Education: Early Field Final Evaluation*

Overview: This *Elementary Education: Early Field Final Evaluation* Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The *Elementary Education: Early Field Final Evaluation* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Elementary Education: Early Field Final Evaluation* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Elementary Education: Early Field Final Evaluation
Rubric**

Note/Instruction: Use the following scale to rate the performance of each intern/student teacher in each assessment item.

Early Field Experience Scoring Rubric: Candidate's performance is evaluated based on these behavioral and performance level indicators.				
Category 1 and Category 2: Content Knowledge and Content Pedagogy-LITERACY				
ACEI Standard 2.1-Reading, Writing and Oral Language				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.1 - Reading, Writing, and Oral Language <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy-MATHEMATICS				
ACEI Standard 2.3 Mathematics				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.3 - Mathematics <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy-SCIENCE				

Science ACEI Standard 2.2 Science				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.2 - Science <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy-SOCIAL STUDIES				
ACEI Standard 2.4 Social Studies				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.4 - Social Studies <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy: THE ARTS				
ACEI 2.5				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				

	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.5 - The Arts <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy: HEALTH EDUCATION				
ACEI 2.6				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.6 - Health Education <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 1 and Category 2: Content Knowledge and Content Pedagogy: PHYSICAL EDUCATION				
ACEI 2.7				
List teaching experiences in this category taught to date:				
Comments on content knowledge and pedagogy:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
ACEI Standard 2.7 - Physical Education	Performs unsatisfactorily on this indicator, even with support. Lacks	Performs on this indicator with much support from CT & US.	Performs effectively on this indicator with some support from	Performs on this indicator independently and effectively

<input type="checkbox"/> N/A	self-reflection and rarely or never adjusts action based on CT & US feedback	Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Category 3: LEARNER DEVELOPMENT AND DIFFERENCES				
ACEI 1.0 Development, Learning, and Motivation				
ACEI 3.2 Adaptation to diverse students				
List teaching experiences in this category taught to date:				
Comments on this category of knowledge, skills and dispositions:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
Rubric*				
1. Uses developmentally-appropriate language, materials, and resources. (ACEI 1.0) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
2. Sets goals for all students that reflect an understanding of the content and high expectations for all students. <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
3. Plans for flexible group and individual instruction based on specific learner needs. (ACEI 1.0) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>4. Creates modifications and accommodations in instruction for students with diverse learning needs. (ACEI 3.2) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>5. Applies a beginning understanding of the interests and cultural heritage of students in his/her teaching. (ACEI 3.2) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Category 4: CREATING A CULTURE FOR LEARNING</p>				
<p>ACEI 3.4 Active engagement in learning</p>				
<p>ACEI 3.5 Communication to foster collaboration</p>				
<p>VA DOE The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>				
<p>List teaching experiences in this category taught to date:</p>				
<p> </p>				
<p>Comments on this category of knowledge, skills and dispositions:</p>				
<p> </p>				
<p> </p>	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>
<p>Rubric*</p>				
<p>1. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. (ACEI 3.4) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>2. Uses effective positive language as well as positive and specific feedback and encouragement. (ACEI 3.5) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts</p>

				actions based on self-reflection and/or CT & US feedback.
3. Establishes clear and appropriate expectations, with student input, and reinforces rules consistently and fairly. (ACEI 3.4) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
4. Establishes procedures and routines to maximize instructional time and minimize disruptions. <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
5. Actively listens to and pays attention to students' needs and responses. (ACEI 3.5) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
6. Promotes cultural sensitivity and respect for students' diversity, including language, culture, race, gender, and special needs. (ACEI 3.2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
7. Fosters collaboration and positive social interaction among students. (ACEI 3.4; 3.5) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>8. Maintains existing instructional and administrative routines and recordkeeping. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Category 5: PLANNING AND IMPLEMENTING INSTRUCTION Also See Category 1 and Category 2: Literacy, Mathematics, Science and Social Studies.</p>				
<p>ACEI 3.1 Integrating and applying knowledge for instruction</p>				
<p>ACEI 3.2 Adaptation to diverse students</p>				
<p>ACEI 3.3 Development of critical thinking and problem solving</p>				
<p>ACEI 3.4 Active engagement in learning</p>				
<p>CEI 3.5 Communication to foster collaboration</p>				
<p>Instructional Planning: VA DOE: The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</p>				
<p>List teaching experiences in this category taught to date:</p>				
<p> </p>				
<p>Comments on this category of knowledge, skills and dispositions:</p>				
<p> </p>				
<p> </p>	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>
<p>Rubric*</p>				
<p>1. Provides a detailed, thoughtful, well-sequenced lesson plan, based on knowledge of students and community, learning theory, connections across the curriculum, and state and local curricular goals. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>2. Uses principles of Universal Design for Learning to develop instructional opportunities that reflect rigorous expectations, knowledge of students’ diverse needs, and an understanding of the content. (ACEI 3.2)</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>

<input type="checkbox"/> N/A				
<p>3. Creates instructional plans which include multiple ways of engaging students, multiples ways of representing the content, and multiple ways for students to express their knowledge. (ACEI 3.2)</p> <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>4. Bases instruction on goals that reflect rigorous expectations and an understanding of the content.</p> <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>5. Considers students' learning needs, interests, and abilities when planning for differentiated instruction and selecting instructional materials and resources. (ACEI 3.2)</p> <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
Instructional Delivery: VA DOE: The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.				
	Unsatisfactory	Emerging	Satisfactory	Proficient
Rubric*				
<p>1. Engages and maintains students in active learning. (ACEI 3.4)</p> <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
<p>2. Demonstrates ability to link present content with past and future learning experiences,</p>	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions	Performs on this indicator independently and effectively across a sustained period of time.

<p>other subject areas, and real world experiences and applications. <input type="checkbox"/> N/A</p>	<p>adjusts action based on CT & US feedback</p>	<p>adjusts actions based on CT & US feedback</p>	<p>based on self-reflection and/or CT & US feedback</p>	<p>Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>3. Paces lessons effectively for student engagement and content mastery and transitions. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>4. Uses instructional technology to enhance student learning. (ACEI 3.5) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>5. Communicates clearly and checks for understanding. (ACEI 3.4) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>6. Differentiates instruction to meet students' needs. (ACEI 3.2) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>7. Engages students in critical thinking and problem solving. (ACEI 3.3) <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>

Comments:				
Category 6: ASSESSMENT FOR STUDENT LEARNING.				
ACEI 4.0 Assessment for instruction				
VA DOE: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.				
VA DOE: The work of the teacher results in acceptable, measurable, and appropriate student academic progress.				
List teaching experiences in this category taught to date:				
Comments on this category of knowledge, skills and dispositions:				
	Unsatisfactory	Emerging	Satisfactory	Proficient
Rubric*				
1. Aligns student assessment with established curriculum standards and benchmarks. ACEI 4.0 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
2. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. ACEI 4.0 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
3. Gives constructive and frequent feedback to students on their learning. ACEI 4.0 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
4. Uses a variety of formal and informal assessment tools for	Performs unsatisfactorily on this indicator, even with support. Lacks	Performs on this indicator with much support from CT & US.	Performs effectively on this indicator with some support from	Performs on this indicator independently and effectively

<p>both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. ACEI 4.0 <input type="checkbox"/> N/A</p>	<p>self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>CATEGORY 7: PROFESSIONALISM AND ETHICAL PRACTICE</p>				
<p>ACEI 6.1 Professional growth, reflection, and evaluation</p>				
<p>VA DOE: The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p>				
<p>List teaching experiences in this category taught to date:</p>				
<p> </p>				
<p>Comments on this category of knowledge, skills and dispositions:</p>				
<p> </p>				
	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>
<p>Rubric*</p>				
<p>1. Behaves ethically and in the best interest of the community. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>2. Adheres to federal and state laws and school policies. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>3. Takes initiative in the classroom. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts</p>

				actions based on self-reflection and/or CT & US feedback.
4. Demonstrates consistent mastery of Standard English in all oral and written communication <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
5. Manages, prioritizes, and organizes tasks well and produces high quality work. <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
6. Able to manage multiple tasks and sensory input while focusing on student need and content delivery (with-it-ness). <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
7. Reflects upon his or her own daily practice, including setting personal goals and implementing changes. ACEI 5.1 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
8. Participates in continued professional development and integrates ideas into practice. ACEI 5.1 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>9. Responds to constructive feedback in a receptive manner and subsequent performances consistently shows productive changes. <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>Category 8: COLLABORATION AND COMMUNICATION</p>				
<p>ACEI 5.2 Collaboration with families, colleagues, and community agencies</p>				
<p>List teaching experiences in this category taught to date:</p>				
<p> </p>				
<p>Comments on this category of knowledge, skills and dispositions:</p>				
<p> </p>				
	<p>Unsatisfactory</p>	<p>Emerging</p>	<p>Satisfactory</p>	<p>Proficient</p>
<p>Rubric*</p>				
<p>1. Maintains professional collegial, collaborative relationships that encourage sharing, planning and working together to promote the intellectual, social, emotional, physical growth and well-being of children. ACEI 5.2 <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>2. Collaborates and communicates positively and effectively within the school community (administrators and other school personnel) to promote students' well-being and success. ACEI 5.2 <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>
<p>3. Engages in activities outside the classroom that are intended for school and student enhancement. ACEI 5.2 <input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly</p>	<p>Performs effectively on this indicator with some support from CT & US. Usually adjusts actions</p>	<p>Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts</p>

	adjusts action based on CT & US feedback	adjusts actions based on CT & US feedback	based on self-reflection and/or CT & US feedback	actions based on self-reflection and/or CT & US feedback.
4. Communicates positively with families and serves as a resource to enhance student learning. ACEI 5.2 <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
5. Seeks and uses knowledge of diversity that contributes to effective interactions with professionals and families. <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.