

MEES Teacher Candidate Assessment Rubric

Standard 1

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Engagement in Subject Matter				
<ul style="list-style-type: none"> Provides no opportunity for students to process content. 	<ul style="list-style-type: none"> Demonstrates an awareness of strategies to allow students to process content. 	<ul style="list-style-type: none"> Provides students with limited opportunities to process content. 	<ul style="list-style-type: none"> Provides students with multiple opportunities to process the content. 	<ul style="list-style-type: none"> Implements additional individualized learning resources and instruction in the content to meet the unique needs of students.
Content Knowledge and Academic Language				
<ul style="list-style-type: none"> Shares incorrect information. 	<ul style="list-style-type: none"> Demonstrates an understanding of basic content. 	<ul style="list-style-type: none"> Conveys accurate information when teaching content. 	<ul style="list-style-type: none"> Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. 	<ul style="list-style-type: none"> Makes intentional connections between and among relevant content areas.
Vocabulary and Terminology				
<ul style="list-style-type: none"> Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. 	<ul style="list-style-type: none"> Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses. 	<ul style="list-style-type: none"> Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students 	<ul style="list-style-type: none"> Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. 	<ul style="list-style-type: none"> Promotes students' application of authentic use of vocabulary and terminology relevant to the content.
Student Engagement with Content				
<ul style="list-style-type: none"> Provides no evidence of planning for student engagement. 	<ul style="list-style-type: none"> Plans for student engagement but no evidence of implementation. 	<ul style="list-style-type: none"> Inconsistently engages students with the content. 	<ul style="list-style-type: none"> Consistently engages the majority of students with the content. 	<ul style="list-style-type: none"> Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson.

Standard 2

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Differentiation of Instruction to Meet Students' Needs				
<ul style="list-style-type: none"> Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences. 	<ul style="list-style-type: none"> Describes strategies to differentiate and adjust instruction based on student differences. 	<ul style="list-style-type: none"> Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom. 	<ul style="list-style-type: none"> Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment. 	<ul style="list-style-type: none"> Adjusts strategies in the moment based on individual student needs.
Differentiation of Instruction to Meet Individual Student's Needs				
<ul style="list-style-type: none"> Provides no evidence of understanding students' background knowledge and learning needs. 	<ul style="list-style-type: none"> Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. 	<ul style="list-style-type: none"> Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' individual needs and interests. 	<ul style="list-style-type: none"> Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications. 	<ul style="list-style-type: none"> Uses individual student data or assessments to inform the selection and modification of strategies.
Diverse Social and Cultural Perspectives				
<ul style="list-style-type: none"> Provides no evidence of understanding students' languages, family, culture, and community needs. 	<ul style="list-style-type: none"> Demonstrates understanding of students' languages, family, culture, and community in planning. 	<ul style="list-style-type: none"> Affirms students' languages, family, culture, and community during learning opportunities. 	<ul style="list-style-type: none"> Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities. 	<ul style="list-style-type: none"> Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions.

Standard 3

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Alignment of Learning Activities to Standards				
<ul style="list-style-type: none"> Provides no evidence of learning activities with alignment to standards. 	<ul style="list-style-type: none"> Plans for learning activities that are appropriately aligned to standards. 	<ul style="list-style-type: none"> Implements learning activities aligned to standards. 	<ul style="list-style-type: none"> Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. 	<ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards and considers scope and sequence when implementing lessons.
Articulation of Learning Objectives				
<ul style="list-style-type: none"> Provides no evidence of posting or mentioning the learning objectives during the lesson. 	<ul style="list-style-type: none"> Posts the learning objectives but does not mention the objective during the lesson. 	<ul style="list-style-type: none"> States the learning objectives so that some students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> Connects learning objectives to other content areas and applications to enhance student learning.

Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Engagement of Students in Sharing and Generating Ideas and Solutions				
<ul style="list-style-type: none"> • Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. 	<ul style="list-style-type: none"> • Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> • Uses strategies for some students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> • Implements strategies in which most students convey their ideas or solutions through product or process. 	<ul style="list-style-type: none"> • Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills through product or process.
Engagement of Students in Analyzing and Discussing Problems				
<ul style="list-style-type: none"> • Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions. 	<ul style="list-style-type: none"> • Plans strategies for analyzing and discussing problems and possible solutions. 	<ul style="list-style-type: none"> • Creates opportunities for some students to analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> • Facilitates opportunities in which most students analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> • Provides opportunities for students to engage in creative and collaborative problem identification and generation of possible solutions.
Questioning Techniques				
<ul style="list-style-type: none"> • Provides no evidence of using questions that promote critical thinking. 	<ul style="list-style-type: none"> • Plans to use questions that promote critical thinking. 	<ul style="list-style-type: none"> • Uses questioning techniques that promote students' critical thinking. 	<ul style="list-style-type: none"> • Uses questioning techniques that result in most students providing answers reflecting critical thinking. 	<ul style="list-style-type: none"> • Poses questions to provide opportunities for student thinking to delve into real - world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solutions to a problem.
Higher Order Thinking				
<ul style="list-style-type: none"> • Provides no evidence of higher order thinking. 	<ul style="list-style-type: none"> • Plans for higher order thinking. 	<ul style="list-style-type: none"> • Uses strategies to incorporate higher order thinking. 	<ul style="list-style-type: none"> • Consistently uses evidence-based strategies to promote higher order thinking. 	<ul style="list-style-type: none"> • Provides opportunities for all students to utilize higher order thinking to analyze and discuss real-world topics.

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Classroom Expectations				
<ul style="list-style-type: none"> Provides no evidence of classroom expectations that would contribute to a safe learning environment. 	<ul style="list-style-type: none"> Plans to communicate expectations to maintain a safe learning environment. 	<ul style="list-style-type: none"> Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson. 	<ul style="list-style-type: none"> Implements developmentally appropriate expectations to maintain a respectful and safe learning environment. 	<ul style="list-style-type: none"> Involves all students in promoting a safe learning environment that respects differences and individual preferences.
Positive Classroom Relationships and Interactions				
<ul style="list-style-type: none"> Displays a lack of awareness of how to build appropriate relationships with students. 	<ul style="list-style-type: none"> Describes strategies for building appropriate relationships with students. 	<ul style="list-style-type: none"> Fosters positive social interactions in the classroom. 	<ul style="list-style-type: none"> Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning. 	<ul style="list-style-type: none"> Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
Classroom Management				
<ul style="list-style-type: none"> Provides no evidence of strategies for monitoring student behavior and addressing disruptions. 	<ul style="list-style-type: none"> Explains strategies for monitoring student behavior and minimizing disruptions. 	<ul style="list-style-type: none"> Responds appropriately to classroom disruptions. 	<ul style="list-style-type: none"> Proactively uses varied classroom management strategies to minimize disruptions to the learning environment. 	<ul style="list-style-type: none"> Effectively uses varied management and organizational strategies to motivate students and minimize interference with classroom instruction.

Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication of Instructions				
<ul style="list-style-type: none"> Provides no evidence of instructions in lesson plan. 	<ul style="list-style-type: none"> Plans to provide instructions. 	<ul style="list-style-type: none"> Conveys instructions to students through verbal OR non-verbal cues. 	<ul style="list-style-type: none"> Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions. 	<ul style="list-style-type: none"> Purposefully adjusts communication and interactions to support individual student understanding.
Communication of Expectations				
<ul style="list-style-type: none"> Provides no evidence of understanding the need to articulate expectations for student communication and interaction. 	<ul style="list-style-type: none"> Plans to articulate expectations for respectful student communication and interaction. 	<ul style="list-style-type: none"> Articulates vague expectations to students about respectful communication and interaction. 	<ul style="list-style-type: none"> Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions. 	<ul style="list-style-type: none"> Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions and provides opportunities for students to practice with feedback.
Communication Attributes				
<ul style="list-style-type: none"> Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery. 	<ul style="list-style-type: none"> Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery. 	<ul style="list-style-type: none"> Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery. 	<ul style="list-style-type: none"> Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students. 	<ul style="list-style-type: none"> Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students.

STANDARD 6 CONTINUES ON THE NEXT PAGE

STANDARD 6 (CONTINUED)

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication Conventions				
<ul style="list-style-type: none"> Consistently includes distracting communication errors that interfere with meaning. 	<ul style="list-style-type: none"> Includes communication errors that interfere with meaning. 	<ul style="list-style-type: none"> Usually models proper spelling and grammar in written and verbal communication. 	<ul style="list-style-type: none"> Consistently models proper spelling and grammar in written and verbal communication 	<ul style="list-style-type: none"> Consistently models and encourages students to use proper spelling and grammar in written and verbal communication.
Communication with Students of Diverse Backgrounds				
<ul style="list-style-type: none"> Provides no evidence of culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Plans for culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Uses culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context. 	<ul style="list-style-type: none"> Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Progress Monitoring				
<ul style="list-style-type: none"> Provides no evidence of data from assessments to monitor the progress of students. 	<ul style="list-style-type: none"> Articulates the importance of collecting assessment data. 	<ul style="list-style-type: none"> Uses formative and/or summative assessment data to monitor the progress of the class as a whole. 	<ul style="list-style-type: none"> Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. 	<ul style="list-style-type: none"> Analyzes trend data to respond instructionally, resulting in a positive impact on student learning
		Formative Assessment		
<ul style="list-style-type: none"> Provides no awareness that formative assessments are needed to guide future instruction. 	<ul style="list-style-type: none"> Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. 	<ul style="list-style-type: none"> Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. 	<ul style="list-style-type: none"> Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. 	<ul style="list-style-type: none"> Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole.
Assessment Records				
<ul style="list-style-type: none"> Provides no evidence of an understanding of maintaining student assessment records. 	<ul style="list-style-type: none"> Articulates a process for maintaining student assessment records. 	<ul style="list-style-type: none"> Confidentially maintains student assessment records, though processes are inconsistent. 	<ul style="list-style-type: none"> Maintains student assessment records consistently and confidentially. 	<ul style="list-style-type: none"> Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families.

Standard 8

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Reflection on the Teaching and Learning Process				
<ul style="list-style-type: none"> Provides no evidence of reflection on the lesson. 	<ul style="list-style-type: none"> Reflects on the lesson when prompted by the evaluator. 	<ul style="list-style-type: none"> Independently reflects on aspects of the lesson. 	<ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning and engagement. 	<ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning outcomes and implements strategies to increase learning, critical thinking, and engagement.
Use of Feedback to Improve Practice				
<ul style="list-style-type: none"> Provides no evidence of acceptance of feedback provided by the evaluator. 	<ul style="list-style-type: none"> Accepts feedback but does not use feedback to adjust and improve practice. 	<ul style="list-style-type: none"> Accepts and uses feedback inconsistently to adjust and improve practice. 	<ul style="list-style-type: none"> Accepts and uses feedback consistently to adjust and improve practice. 	<ul style="list-style-type: none"> Actively seeks and implements feedback to improve practice.
Reflection on Professional Effectiveness and Conduct				
<ul style="list-style-type: none"> Provides no evidence of recognition of own weaknesses even when prompted. 	<ul style="list-style-type: none"> Acknowledges weaknesses when prompted but does not improve professional conduct. 	<ul style="list-style-type: none"> Monitors and adjusts professional conduct when prompted. 	<ul style="list-style-type: none"> Monitors and adjusts professional conduct through self-assessment. 	<ul style="list-style-type: none"> Monitors and adjusts conduct through self-assessment. With collegial input, sets goals and implements appropriate strategies.
Reflection on Professional Development				
<ul style="list-style-type: none"> Provides no acknowledgement of the importance of professional development. 	<ul style="list-style-type: none"> Acknowledges the importance of professional development but does not attend. 	<ul style="list-style-type: none"> Attends approved professional development. 	<ul style="list-style-type: none"> Uses techniques or strategies introduced in approved professional development to improve student learning. 	<ul style="list-style-type: none"> Identifies areas of growth, seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. and implements new strategies to enhance student learning.

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Importance and Value of Professional Collaboration				
<ul style="list-style-type: none"> Provides no evidence of understanding the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> Recognizes the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> Participates in professional collaboration with colleagues. 	<ul style="list-style-type: none"> Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. 	<ul style="list-style-type: none"> Actively participates in school or district events to build a broader network of collaboration to enhance student learning.
Importance and Value of Relationship Building				
<ul style="list-style-type: none"> Provides no evidence of understanding the importance of building relationships. 	<ul style="list-style-type: none"> Recognizes the importance of building relationships with students, colleagues, and families. 	<ul style="list-style-type: none"> Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. 	<ul style="list-style-type: none"> Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. 	<ul style="list-style-type: none"> Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc.