

Standard #1: Learner Development	1.1	<p>Demonstrates respect for individual differences, focusing on a strengths-based view to support student learning and well-being.</p> <ul style="list-style-type: none"> Identifies school and/or community resources to help support students Uses teaching approaches that take into account the knowledge and abilities of local families. Engages students in developing abilities to contribute to diverse communities. Focuses on student linguistic and cultural diversity as resources.
	1.2	<p>Provides equitable and developmentally appropriate learning opportunities for all to participate.</p> <ul style="list-style-type: none"> Uses a variety of instructional and classroom management strategies in both individual and group learning situations. Uses appropriate instructional strategies for students at all levels of academic abilities and talents, including scaffolding and differentiated instruction.
	1.3	<p>Provides opportunities for students to develop awareness of and sensitivity to their own and other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <ul style="list-style-type: none"> Planning documents demonstrates clear links to identity and diversity anchor standards found in Learning for Justice/Teaching Tolerance Standards: https://www.tolerance.org/frameworks/social-justice-standards. Planning documents demonstrate clear links to social-emotional Learning Standards: https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel.
	1.4	<p>Provides students with opportunities to practice communication and social skills.</p> <ul style="list-style-type: none"> Develops learning tasks that require communication and collaboration (small group work, think-pair-share, turn and talk) Scaffolds for collaborative, communication, and social skills by defining them (e.g., t-charts of what good collaboration looks like/sounds like), showing their importance, and setting SMART goals to achieve them. Provides opportunities to debrief group work (what worked well, what could be improved) and to set goals for the next time.
Standard #2: Learner Differences	2.1	<p>Provides students opportunities to demonstrate their learning in multiple ways.</p> <ul style="list-style-type: none"> Students have options to show their progress toward learning goals (e.g., written assignment, PowerPoint presentation, video/audio assignment, artistic interpretation) Uses practices of differentiation to provide students with alternative and equitable methods for demonstrating their learning. Attempts new methods for allowing students to demonstrate learning
	2.2	<p>Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts, academic language, and second language acquisition).</p> <ul style="list-style-type: none"> Demonstrates research-based instructional strategies specific to the needs of individual students. Conducts research, collaborates, reflects/analyzes own practice, reviews assessment information to choose instructional strategies most effective for students. Designs curriculum, lessons, and instructional activities that are rooted in the discipline-specific academic language embedded in concepts/principles/big ideas. Uses languages and specific vocabulary to promote student understanding, provide access to information and learning, and to enhance students' knowledge of language and vocabulary.
	2.3	<p>Differentiates instruction and curriculum to meet the needs of diverse learners.</p> <ul style="list-style-type: none"> Explains rationale for selection of differentiation strategies (student data analysis, including students' self-reflection and self-assessment). Intentionally selects strategies that meet the needs of students (student grouping, variety of text,

	structured notes, graphic organizers, reciprocal teaching.
Standard #3: Learning Environments	<p>3.1 Supports a culture of learning that advances knowledge, honors diversities, and promotes social justice.</p> <ul style="list-style-type: none"> Is responsive to all aspects of students' experiences and well-being (cognitive, emotional, social, and physical). Investigates own biases and interpretations about students' behavior and achievement. Acts as an advocate for students (e.g., connects students to appropriate services and school staff, revises classroom policy based upon student identity). Listens to students, is sensitive and responsive, investigates situations, and seeks outside help as needed and appropriate to remedy problems. Questions conventional understanding of the relationship between school, society, and individual.
	<p>3.2 Builds on the valuable knowledge and assets students bring to the learning process.</p> <ul style="list-style-type: none"> Actively seeks out information about students' funds of knowledge and assets. Supports students in understanding their own strengths and contributions to the classroom. Develops illustrative examples to explain disciplinary concepts based on students' assets.
	<p>3.3 Respects and honors varied views, opinions, and approaches</p> <ul style="list-style-type: none"> Patterns of interaction demonstrate that all students' contributions are valued. Practices caution in considering moral/ethical implications of controversial viewpoints. Avoids allowing personal beliefs to positively or negatively impact students' learning (e.g., participation, grades) Accesses students' thinking and experiences as a basis for instructional activities.
	<p>3.4 Promotes a respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens and independent learners.</p> <ul style="list-style-type: none"> Facilitates development of a community within the classroom that is connected with the school through communication, learning, and a respect for diverse society. Supports students in upholding collaborative classroom norms. Encourages students' metacognitive thinking and assessment of their own progress. Promotes collaborative work among students through group work and shared responsibilities. Models and helps students assume responsibility for themselves.
	<p>3.5 Collaborates with students to develop clear classroom norms that define procedures and expectations.</p> <ul style="list-style-type: none"> Works collaboratively with students to create a smooth functioning learning community. Participates in collaborative decision-making.
	<p>3.6 Maintains lesson focus and student engagement by managing instructional time appropriately bell-to-bell (e.g., scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions).</p> <ul style="list-style-type: none"> Organizes, allocates, and manages the resources of time, space, activities, and attention to maximize the amount of class time spent in learning. Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. Utilizes proactive management strategies such as proximity, positive reinforcement, classroom norms.
	<p>3.7 Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.</p> <ul style="list-style-type: none"> Is a thoughtful and culturally responsive listener. Values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

Standard #4: Knowledge of Content	<p>4.1 Creates plans that are grounded in and reflect deep integrated content knowledge, disciplinary big ideas, principles, and concepts as reflected in the disciplinary standards.</p> <ul style="list-style-type: none"> ● Focuses on major concepts and processes of inquiry central to the discipline in lesson planning ● Adapts lessons based on students’ prior knowledge and experiences. ● Connects disciplinary knowledge to other subject areas. ● Realizes that subject matter knowledge is not a fixed body of facts, but is complex and ever evolving. ● Demonstrates enthusiasm for the discipline and makes connections to everyday life.
	<p>4.2 Embeds representations of multiple perspectives in curricula and values the lived experiences of others (e.g., cultural, ethnic, religious, SES, gender).</p> <ul style="list-style-type: none"> ● Shows respect for students’ varied talents, perspectives, and diversity. ● Respects students as individuals with differing personal and family backgrounds. ● Demonstrates respect for community and cultural norms. ● Integrates representation of diversity in teaching materials. ● Evaluates teaching materials for accurate and appropriate inclusion of diversity.
	<p>4.3 Creates varied opportunities for students to learn, practice, and master disciplinary and other academic language.</p> <ul style="list-style-type: none"> ● Uses academic language/vocabulary specific to discipline(s) such as big ideas, concepts, principles. ● Requires students to use academic language in group work, class discussions, and on written assignments and presentations. ● Scaffolds for appropriate academic language through the use of active vocabulary instruction, modeling, sentence stems, word walls, etc.
	<p>4.4 Anticipates, recognizes, and addresses learner misconceptions</p> <ul style="list-style-type: none"> ● Systematically assesses prior knowledge of content to build on or to reteach where misconceptions occur. ● Consistently surfaces student thinking in all learning tasks so that misconceptions can be found. ● Understands that misconceptions require explicit and repeated attention to replace with facts and actual applications.
Standard #5: Application of Content	<p>5.1 Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas).</p> <ul style="list-style-type: none"> ● Uses questioning strategies and appropriate wait time. ● Provides, prompts, solicits alternative explanations, and divergent thinking. ● Uses models and analogies. ● Scaffolds questioning to promote various types of thinking (compare/contrast, analysis, synthesis, etc.) ● Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
	<p>5.2 Designs lessons that encourage and engage students in making connections, constructing meaning, and engaging in critical reflection through the analysis and synthesis of varying perspectives.</p> <ul style="list-style-type: none"> ● Connects current lessons with lessons and units from before and projects forward. ● Intentionally embeds reflective opportunities within lessons.
	<p>5.3 Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives.</p> <ul style="list-style-type: none"> ● Uses multiple sources to convey multiple perspectives, supplementing textbooks with articles and other responsible media.

	<ul style="list-style-type: none"> • Designs learning tasks that require collaboration and honors different points of view.
	<p>5.4 Engages students and self in critical self-reflection to understand the beliefs and positions we hold, our worldviews, and where those perspectives come from.</p> <ul style="list-style-type: none"> • Creates lessons, activities, assignments that asks students to name and catalog their personal views. • Connects personal beliefs to other worldviews and perspectives. • Pushes students to integrate new information to rethink as necessary.
	<p>5.5 Guides students to analyze the economic, political, and ethical impacts of climate change on environmental, biological, and social systems (e.g., compare content area appropriate mitigation and adaptation strategies, and use data and evidence to justify claims relating to climate, climate change, and mitigation).</p> <ul style="list-style-type: none"> • Prepares students to think critically about the interconnected world and the impact that has on the global community and environment. • Helps students better understand the local and global environments and how we can move toward greater levels of sustainability. • Engages in analysis of the impact that one’s classroom and materials have on the environment.
	<p>6.1 Develops and consistently uses disciplinary standards to inform formative and summative assessments aligned to objectives and outcomes.</p> <ul style="list-style-type: none"> • Defends use of specific assessment tools based on the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. • Applies measurement theory and critical assessment concepts, such as validity, reliability, bias, and scoring concerns to classroom practice.
Standard #6: Assessment	<p>6.2 Uses a variety of formative assessments and checks for understanding throughout the lesson.</p> <ul style="list-style-type: none"> • Embeds ongoing informal assessments in lessons, e.g., asking for student feedback about understanding; connections to prior lessons; yes-no-maybe responses; stoplights; what sticks with me (on sticky notes); thumbs up/down; think-pair-share; and, using practices that invite students to make their thinking visible. • Constantly monitors and adjusts strategies in response to learner feedback.
	<p>6.3 Provides timely, specific, and meaningful feedback to students to help guide their learning, goal-setting, and understanding of the content and learning objectives.</p> <ul style="list-style-type: none"> • Provides feedback that is positive, constructive, and focused on growth. • Feedback is guided by learning targets and disciplinary standards. • Makes adjustments as necessary to assist in communication with parents/guardians (language, method, etc.) • Assures timely communication to all so that students can benefit from interventions, resources, ability to monitor his/her own progress.
	<p>6.4 Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.</p> <ul style="list-style-type: none"> • Assures that students are aware of the learning goals and how progress is measured. • Provides and instructs students with guidelines, checklists, rubrics, etc. aligned to the standards-based learning goals and assessments to enhance student capacity to monitor their own work and set goals. • Co-constructs rubrics and learning goals collaboratively with students, e.g., by analyzing exemplars to generate criteria. • Assists students in identifying strategies and resources to help them meet their goals.

Standard #7: Planning for Instruction	7.1	Plans daily and long-term lessons that are aligned with disciplinary standards, include appropriate learning objectives and measurable outcomes, and address supporting strategies and activities. <ul style="list-style-type: none"> Develops short and long term lesson/unit plans that develop big ideas over time. Uses knowledge of learning theory, subject matter, curriculum development, and student development to meet identified learning objectives. Identifies appropriate standard(s) with well-aligned objectives and measurable outcomes.
	7.2	Aligns daily and long-term lessons to learning objectives and outcomes. <ul style="list-style-type: none"> Uses big ideas from disciplinary content standards to build a coherent lesson sequence tied to formative assessments. Plans individually and collaboratively, including disciplinary colleagues and those from different teams (e.g., Special Education, Interventionists). Incorporates contextual information when planning instruction that connects instructional goals and students' experiences.
	7.3	Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, socio-emotional, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g., student language demands, IEPs, 504s, HCL). <ul style="list-style-type: none"> Planning reflects intentional considerations to supporting students varied strengths and needs (e.g., accommodations for students with IEPs, extension activities for Highly Capable Learners). Selects appropriate learning experiences and instructional strategies that positively impact student learning, and which are aligned to student strengths and needs.
	7.4	Uses assessment information to review, analyze, and adjust instruction to meet students' needs. <ul style="list-style-type: none"> Uses a variety of formal and informal assessment techniques to enhance knowledge of learners and evaluate students' progress and performances. Monitors own teaching strategies and evaluates the effects of class activities on both individuals and the class as a whole.
	7.5	Designs lesson plans that foster critical analysis of social, cultural, and institutional systems and how they contribute to and/or address inequity. <ul style="list-style-type: none"> Lesson plans demonstrate a clear foundation in Equity, Diversity, and Inclusion (EDI) with links to Teaching Tolerance Standards: https://www.tolerance.org/frameworks/social-justice-standards. Creates in-class activities that ask students to examine and analyze current and historical forms of inequity and their consequences.
Standard #8: Instructional Strategies	8.1	Creates consistent classroom routines (must include effective openings and closings for lessons and activities, reviews and connects to previous learning, looks ahead to next lessons). <ul style="list-style-type: none"> Uses effective openings that are related to learning objectives and make best use of class time, such as warm-up and do-now activities. Uses effective openings that connect to previous lessons and foster curiosity and engagement in the day's lesson. Uses effective closure activities that recap or emphasize what students have learned or accomplished that day.
	8.2	Discusses daily learning objectives collaboratively with students, addressing relevancy to previous learning, student knowledge, the community, future objectives, etc. <ul style="list-style-type: none"> Uses varied strategies to communicate objectives (written, verbal, modeling, etc.), what they mean, why they are important, how students will know when they have met them, and what they need to do to meet them if they have not. Engages students in addressing objectives to relate to previous learning, other classes, experiences,

	community, and future goals.
	<p>8.3 Provides opportunities to encourage student metacognition, including learning tasks to prompt students to make their thinking visible (e.g., through writing, speaking, illustrating, and self-monitoring progress toward goals).</p> <ul style="list-style-type: none"> ● Uses learning tasks that invite students to make their thinking visible (e.g., graphic organizers, written conversations, etc.). ● Provides students opportunities to explain how and what they understand in relation to the lesson for the day.
	<p>8.4 Supports disciplinary reading, writing, and thinking skills.</p> <ul style="list-style-type: none"> ● Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of reading, writing, critical thinking, and problem-solving strategies. ● Explicitly teaches students to read, write, and think appropriately for the discipline and the instructional materials used.
	<p>8.5 Uses appropriate supports to enhance student learning (may include modeling, scaffolding, providing guided and independent practice, and using appropriate visual supports).</p> <ul style="list-style-type: none"> ● Uses the Gradual Release of Responsibility Model as appropriate. ● Scaffolds and differentiates instruction appropriately for students' academic, social, and cultural strengths.
	<p>8.6 Integrates technology to enhance learning and meet individual student needs.</p> <ul style="list-style-type: none"> ● Supports and expands learner expression in speaking, writing, and other media. ● Knows how and when to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning experiences.
Standard #9: Professional Learning and Ethical Practice	<p>9.1 Engages in professional development informed by personal and academic goals (e.g., participates in disciplinary learning and professional organizations, attends social justice workshops, engages with colleagues in professional learning communities, practices self-care).</p> <ul style="list-style-type: none"> ● Applies knowledge gained through professional development to lessons, instructional materials, and activities.
	<p>9.2 Demonstrates professional responsibility, including following school expectations for conduct, productivity, and school community standards for professional work attire.</p> <ul style="list-style-type: none"> ● Demonstrates reliability. ● Takes responsibility to meet all teaching and professional obligations. ● Demonstrates a strong commitment to the profession and his/her students and the whole school community. ● Commits the necessary time and effort to meet obligations and positively impact student learning. ● Is professional in dress, communication, deportment and meets appropriate employment standards appropriate for the school and community.
	<p>9.3 Adheres to all professional laws, rules, and policies in an ethically and just manner.</p> <ul style="list-style-type: none"> ● Understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works. ● Understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse). ● Respects the privacy of students and others with respect to confidentiality of information such as FERPA, HIPPA. ● Understands mandated abuse/neglect reporting. ● Understands code of professional conduct and appropriate interactions with students.



Student Teaching Evaluation Rubric

Secondary Education
Woodring College of Education

	<ul style="list-style-type: none"> ● Is responsible for staying knowledgeable of related laws and policies. ● Maintains ethical responsibility to teaching/learning and students.
	<p>9.4 Maintains records (e.g., performance, attendance, behavior, etc.) in an accurate and timely manner.</p> <ul style="list-style-type: none"> ● Maintains useful records of student work and performance. ● Communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
Standard #10: Leadership and Collaboration	<p>10.1 Demonstrates a flexible, collaborative, and assets-based approach to communications and interactions with supervisory team, students, colleagues, and families.</p> <ul style="list-style-type: none"> ● Focuses on students' strengths in all communications with students and their families. ● Works to bridge the school-family-community relationships in all communications and interactions. ● Advocates for students in meetings with colleagues and supervisory team with a flexible, problem-solving approach.
	<p>10.2 Communicates in a respectful, effective, appropriate, and professional manner, including communicating academic progress to students, parents/guardians, supervisory team, and colleagues.</p> <ul style="list-style-type: none"> ● Listens carefully, does not make assumptions, and interacts professionally. ● Develops relationships with staff and parents/family/guardians that help support student well-being and learning. ● Communicates regularly and uses appropriate methods to meet the needs of the family/student/parents/guardians. ● Takes time to learn about the student and family to better understand students' learning needs. ● Seeks out resources and works with colleagues/support staff to benefit the students' learning and well-being.
	<p>10.3 Makes professional and respectful contributions through school-based activities.</p> <ul style="list-style-type: none"> ● Participates in collegial activities designed to make the entire school a productive learning environment. ● Participates in school activities in a sensitive and positive manner.