

California State University, Los Angeles
Charter College of Education

**Single Subject Credential
Directed Teaching/Demonstration of Competencies Evaluation Rubric**

No credit	Credit	Exceeds Standard
Planning		
<p>Candidate provides little or no evidence of planning for instruction. Plans do <u>not</u> reveal knowledge of state standards; integrate appropriate content; describe and align goals, materials, strategies, or assessment methods; use whole class and small groups; connect to prior and future instruction.</p>	<p>Candidate provides sufficient evidence in planning for short- and long-range instruction. Plans show knowledge of state standards; describe and align goals, materials, strategies, and assessment methods; integrate appropriate content; use whole class and small groups; integrate available instructional technology; connect to prior and future instruction; connect with students' lives, interests, and instructional needs.</p>	<p>Candidate provides consistent and ample evidence in planning for short- and long-range instruction. Plans show knowledge of state standards; describe and align goals, varied materials, strategies, and multiple assessment methods; integrate appropriate content; use whole class and small groups; employ effective technology; clearly connect to prior and future instruction, students' cultures and interests, instructional needs, and other disciplines.</p>
Content Knowledge in Planning and Instruction		
<p>Candidate provides little or no evidence of subject matter mastery, understanding of available classroom materials, and capacity to integrate appropriate subject matter into lesson plans.</p>	<p>Candidate provides sufficient evidence of subject matter mastery, understanding of available classroom materials, and capacity to integrate appropriate subject matter into lesson plans.</p>	<p>Candidate provides consistent and ample evidence of subject matter mastery, ability to adapt and augment available classroom materials to meet student needs, and capacity to integrate appropriate subject matter into lesson plans based on student progress and interests.</p>
Motivation		
<p>Candidate provides little or no attention to motivational elements and strategies in planning to engage students before, during, and after lesson.</p>	<p>Candidate provides basic motivational elements and strategies in planning to engage students before, during, and after lesson. Candidate uses appropriate incentives and lesson features to promote intrinsic motivation. Candidate provides adequate attention to motivation and develops at least one strategy to improve motivation.</p>	<p>Candidate consistently provides motivational elements in planning to engage students before, during, and after lesson. Candidate creatively uses incentives and lesson features to promote intrinsic motivation. Candidate provides exceptional attention to motivation and develops diverse strategies to improve motivation.</p>
Written Plans		
<p>Candidate fails to provide master teacher and/or other supervisors with written daily lesson plans.</p>	<p>Candidate provides master teacher and/or other supervisors with written daily lesson plans in line with criteria directly above.</p>	<p>Candidate provides master teacher and/or other supervisors with written daily lesson plans in line with criteria directly above.</p>

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Student and Teacher Engagement During Instruction

<p>Candidate uses few strategies to effectively engage students in learning. Candidate's selection of activities does not engage students in productive learning. Candidate's communication with students does not sufficiently promote their interaction and negotiation of meaning. Candidate frequently lapses in presenting appropriate content knowledge.</p>	<p>Candidate uses various strategies to connect with students' prior knowledge and experience. Candidate selects meaningful activities to engage students in problem solving and critical thinking. Candidate promotes interaction and the negotiation of meanings by encouraging students' thinking with effective questioning and discussion techniques. Candidate displays appropriate range of subject matter knowledge in classroom teaching.</p>	<p>Candidate consistently and creatively uses multiple strategies to connect with students' prior knowledge and experience. Candidate consistently selects meaningful activities to engage students in problem solving and critical thinking. Candidate consistently and creatively promotes interaction and the negotiation of meanings by encouraging students' thinking with effective questioning and discussion techniques. Candidate displays a deep subject matter knowledge and understanding of interdisciplinary connections in the classroom.</p>
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Uses of Instructional Technology

<p>Candidate explains potential for instructional technology that could support teaching but makes no use of technological resources available.</p>	<p>Candidate not only explains multiple ways technology could enhance teaching but also appropriately uses several technological resources available.</p>	<p>Candidate both explains multiple ways technology could enhance teaching and integrates a variety of technological resources to support management, instruction, and professional development.</p>
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Classroom Environment

<p>Candidate provides little or no evidence of the ability to establish an environment for learning. Candidate fails to create or maintain an organized, safe, and healthy classroom environment.</p>	<p>Candidate provides sufficient evidence of the ability to establish an environment for learning. Candidate creates and maintains an organized, safe, and healthy classroom environment.</p>	<p>Candidate provides consistent and ample evidence of the ability to establish an environment for learning. Candidate excels in creating and maintaining an organized, safe, and healthy classroom environment.</p>
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Adaptation of Classroom for Special Needs

<p>Candidate fails to adapt the classroom for students with disabilities.</p>	<p>Candidate adapts the classroom to accommodate students with disabilities.</p>	<p>Candidate exceeds expectations for adapting the classroom to accommodate students with disabilities.</p>
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Classroom Management

<p>Candidate is unable to use instructional time effectively or efficiently. Candidate provides little or no evidence of the ability to develop and maintain expectations of appropriate student behavior. Candidate does not develop a productive learning climate or consider alternative classroom management routines to build one.</p>	<p>Candidate uses instructional time effectively and efficiently. Candidate provides evidence of the ability to create and maintain an environment for effective student learning along with expectations of appropriate student behavior. When classrooms problems arise, candidate seeks solutions through alternative classroom management routines.</p>	<p>Candidate provides clear, consistent, and convincing evidence for the effective and efficient use of instructional time. Candidate consistently provides evidence of the ability to create and maintain an effective environment for student learning along with clear and consistent expectations of appropriate student behavior. When classrooms problems arise, candidate anticipates solutions by implementing alternative classroom management routines.</p>
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Assessing, Reflecting, and Decision-Making

Teacher Oriented:

Records of Response to Instruction

<p>Candidate fails to maintain daily documentation of teaching during period of evaluation.</p>	<p>Candidate documents lesson impact on students and consideration of planning, instructional, managerial, and assessment changes that might be made. Reasoning for decisions may be explained.</p>	<p>Candidate's documentation of instructional impact consistently reveals detailed and insightful observations of students' engagement with lessons. Candidate consistently demonstrates consideration of planning, instructional, managerial, and assessment alternatives along with rationale for them.</p>
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Reflection on Lesson Design, Implementation, and Students' Responses

<p>Candidate shows little or no capacity to assess and reflect upon lesson design and its impact on student learning following implementation. Candidate does not examine student work to inform instructional decision making.</p>	<p>Candidate shows adequate capacity to assess and reflect on students' work and learning after implementing lessons and reviews alternative methods and plans where appropriate. Actual planning reveals awareness of students' engagement and learning in prior lessons.</p>	<p>Candidate shows consistent strength in assessment and analysis of student work, design of appropriate plans, reflection on methods, and acute observation of students' learning in relation to lesson structure. Regularly makes comparisons between possible alternative methods and activities. Subsequent lessons reveal how prior teaching informs instruction.</p>
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Assessing, Reflecting, and Decision-Making

Student Oriented:

Assessing Student Knowledge and Skills

<p>Candidate makes little if any attempt to appropriately assess students' knowledge and skills before, during, or after instruction.</p>	<p>Candidate collects and uses multiple sources of information (formal and informal) to assess students and guide instruction before, during, and after teaching. Candidate engages students in self-assessment and provides information about students' progress to all concerned.</p>	<p>Candidate consistently collects and uses multiple sources of information (formal and informal) to assess students and guide instruction before, during, and after teaching. May include indicators of student progress toward goals (benchmarks), portfolios, rubrics, and/or other informal and formal procedures. Candidate often engages students in self-assessment and gives information about students' progress to all concerned.</p>
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Student Reflection on Learning and Learning Processes

Candidate does not engage students in reflection on their learning and learning processes.	Candidate engages students in reflection on their learning and learning processes. Purposes for students' self-assessment may include development of strategic knowledge and greater self-regulation.	Candidate systematically and consistently engages students in reflection and analysis of their learning and learning processes to develop strategic knowledge and self-regulated learners.
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Record Keeping

Candidate fails to maintain adequate records of students' attendance, work, test scores, and other relevant performance data.	Candidate keeps adequate records of students' attendance, work, test scores, and other relevant performance data.	Candidate consistently keeps thorough records of students' attendance, work, test scores, and other relevant performance data to measure and promote progress.
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Promoting Crosscultural, Language, and Academic Development (CLAD and BCLAD)**Assessing Reading and/or Writing**

Candidate makes no attempt to assess reading and/or writing proficiency in language(s) of instruction.	Candidate uses at least one formal or informal method of assessing reading and/or writing proficiency in language(s) of instruction.	Candidate uses multiple formal and informal methods to assess reading and writing proficiency in language(s) of instruction. May also maintain benchmarks to monitor student progress.
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Strategies Promoting Students' Literacy

Candidate ignores or fails to include strategies that accommodate all students regardless of their linguistic or cultural background. No evidence indicating application of strategies to promote students' literacy.	Candidate uses at least one strategy to promote literacy that includes all students regardless of their linguistic or cultural background.	Candidate consistently uses strategies that promote literacy and include all students regardless of their linguistic and/or cultural background.
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Working with Culturally Diverse Populations

Candidate does not demonstrate skills or knowledge of procedures for working with diverse cultural and linguistic groups when present in classrooms.	Candidate attends to linguistic and cultural differences, including application of SDAIE, EL, and/or other techniques where need is indicated during instruction.	Candidate consistently uses strategies that include all students regardless of their linguistic and/or cultural background. Curriculum content also reflects students' cultural heritage where advantageous.
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BCLAD Instruction in Spanish (for BCLAD Candidate Only)

Candidate fails to demonstrate proficiency in Spanish to provide bilingual instruction.	Candidate demonstrates proficiency in Spanish to provide bilingual instruction.	Candidate consistently demonstrates proficiency in Spanish to provide bilingual instruction.
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Professionalism: Work Habits and Professional Development

<p>Candidate displays a pattern of the following behaviors:</p> <ul style="list-style-type: none"> • Complains to colleagues more than shares constructive advice. • Fails to demonstrate professional appearance and demeanor. • Grudgingly attends mandatory professional development activities. • Reveals little or no knowledge of resources available from appropriate professional organizations. • Refuses to participate in required school and district improvement processes. • Reveals no understanding of the importance of ongoing professional growth through reflection on practice. 	<p>Candidate displays a pattern of the following behaviors:</p> <ul style="list-style-type: none"> • Offers and seeks advice of colleagues. • Demonstrates professional appearance and demeanor. • Participates in mandatory professional development activities. • Uses resources from appropriate professional organizations. • Participates in school & district improvement opportunities. • Reveals evidence of refining practice through self-reflection and self-examination, including participation in reflective practices, such as maintaining a professional journal. 	<p>Candidate displays a pattern of the following behaviors:</p> <ul style="list-style-type: none"> • Takes a leadership role in teacher development. • Demonstrates professional appearance and demeanor. • Engages in life-long learning. • Belongs to and actively uses resources of appropriate professional organizations. • Attends and presents papers at appropriate local and national professional conferences. • Takes a leadership role in school and district improvement processes. • Consistently examines practice through reflection, such as participation in "Critical Friends Groups."
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Professionalism: School and Community

<p>Given the constraints of student teaching, candidate displays a <u>pattern</u> of the following behaviors:</p> <ul style="list-style-type: none"> • Limited contact with parents. • Limited understanding of school and community resources. • Minimal participation in service to the school. • No contributions to the school or community beyond the classroom. • Reveals little or no evidence of reflection on his or her school-wide impact and on pathways to its improvement. 	<p>Given the constraints of student teaching, candidate displays a <u>pattern</u> of the following behaviors:</p> <ul style="list-style-type: none"> • Understands importance of parents' role in supporting student learning. • Regularly communicates with parents about student performance. • Makes some use of school and community resources to enrich instruction. • Serves school in some way beyond the classroom. • Collaborates with colleagues in building instructional, assessment, or other school-based programs. • Uses a variety of methods to communicate with families. • Reveals occasional evidence of reflection on his or her school-wide impact and on pathways to its improvement. 	<p>Given the constraints of student teaching, candidate displays <u>several</u> of the following behaviors:</p> <ul style="list-style-type: none"> • Engages parents as partners in their children's success at school. • Regularly accesses a variety of school and community resources to meet the needs of all students. • Makes substantial contributions to the school or community in the area of extracurricular activities or community service. • Develops new school or community resources to meet the needs of under-served students. • Takes a leadership role in school and district improvement processes. • Reveals consistent evidence of reflection on his or her school-wide impact and on pathways to its improvement.
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