MEES Rubric for the Teacher Candidate during the Clinical Experience
Formative and Summative Observable Data

Standard 1.1 – Content Knowledge and Academic Language

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Demonstrates a general awareness of appropriate content relevant to the learning objective -Understands the importance of teaching content and using academic language accurately -Identifies high impact instructional strategies -Understands that providing opportunities for students to engage actively with the content and academic language is important	-Develops lesson plans that generally reflect a design which includes appropriate content and academic language -Instruction of students generally includes content that is accurately presented with appropriate academic language -Uses some high impact instructional strategies -Students sometimes use academic language related to the learning goal	-Develops lesson plans consistently designed to include appropriate content and academic language -Demonstrates clear instruction of content that is accurate, relevant, and includes appropriate academic language -Uses instructional strategies that are research based and effective -Students correctly use academic language related to the learning goal most of the time	-Consistently demonstrates a depth of knowledge about the content that moves students from knowledge level to analysis, synthesis, evaluation and synthesis of concepts -Demonstrates consistent development of lesson plans that provide multiple and varied opportunities for students to think critically about the content and actively engage in a variety of ways with the academic language -Demonstrates consistently clear instruction of content that is accurate, relevant, current, and engages students in authentic use of academic language related to the learning objective -Uses highly effective instructional strategies and delivery methods -Students correctly use academic language related to the learning goal

Standard 1.2 – Student Engagement in Subject Matter

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Identifies strategies teachers use to assess student engagement while in the process of instruction -Has an awareness of possible strategies for building student engagement -Describes several questioning strategies that increase student engagement -Understands different strategies for adjusting pacing to enhance student engagement	-Uses engagement strategies that facilitate participation and meaning-making by some students -Some students have opportunities to engage in quality talk -Occasionally asks questions to engage most students -Exhibits some variance in pacing that generally captures student interest and attention	-Scans room regularly to identify low engagement and responds when engagement is lessening -Most students have opportunities to engage in quality talk -Consistently uses questioning strategies that engage many students -Varies pacing that enhances student interest and attention	-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement -All students have regular opportunities to engage in quality talk -Consistently uses questioning strategies and structures that facilitate active participation and meaning-making by students -There is clear evidence that higher levels of engagement result in increased learning -Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation

Standard 2.4 – Differentiated Lesson Design

Candidate-0	Emerging-1	Emerging-2	Developing-3
--Describes various types of learning characteristics and their potential impact on student learning. -Understands the role that informal and formal assessment plays in identifying student needs -Describes the possible ways to adjust instruction based on student differences -Understands the importance of differentiation in teacher presentation and student response	-Explains particular learning characteristics of some students and their potential impact on student learning -Designs lessons and activities that include the use of informal and formal assessment to determine student needs -Implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles -Inconsistently incorporates strategies for differentiation in teacher presentation and student response	--Explains particular learning characteristics of most students and their impact on student learning. -Designs lessons and activities that include the use of varying informal and formal assessment to determine student needs -Routinely implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson -Consistently incorporates strategies for differentiation in teacher presentation and student response that provides learning opportunities for students who struggle and excel	-Synthesizes learning characteristics of all students and their impact on student learning -Designs lessons and activities that include the ongoing use of varying informal and formal assessment to determine student needs -Routinely uses data to plan for and implement adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson -Consistently chooses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response that provides varying learning opportunities for students who struggle and excel

Standard 3.1 – Implementation of Curriculum Standards

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Identifies appropriate curriculum, learning activities, and assessments -Is knowledgeable on how to locate national, state and district curriculum standards -Selects evidence-based practice aligned to grade level curriculum standards	-Designs lessons and assessments exhibiting an inconsistent understanding of appropriate curriculum and learning activities -Designs appropriate curriculum and learning activities locating and using national, state and district curriculum standards -Designs evidence-based practice using grade level curriculum standards	-Designs lessons and assessments exhibiting a consistent understanding of appropriate curriculum and learning activities -Designs appropriate curriculum and learning activities locating and aligning to national, state and district curriculum standards -Designs evidence-based practice aligned to grade level curriculum standards and district assessment tools	-Delivers lessons and assessments that clearly match intended learning objectives and reflect a coherence of those learning objectives -Designs a variety of appropriate curriculum and learning activities aligned with a clear connection to national, state and district curriculum standards -Designs curriculum mapping aligned to grade level curriculum standards and district assessment tools

Standard 3.2 – Lessons for Diverse Learners

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Documents each student's interest, ability, and learning style -Identifies appropriate instructional strategies with the student's learning needs -Identifies a variety of activities to meet the needs of each student -Recognizes the need for effective feedback to students	-Explains how lessons and activities can meet individual's interest, ability, and learning style -Explains how to use appropriate instructional strategies to meet the student's learning needs -Verbalizes why a variety of activities was chosen to meet the needs of each student -Occasionally uses and provides a	-Uses student interest, ability, and learning style to design lessons -Designs lessons using appropriate instructional strategies to meet the needs of each student -Designs, implements, and assesses a variety of activities embedding strategies that meet the needs of each student -Designs feedback to inform the students of their status relative to learning goals	-Designs and implements lessons and activities that address student interest, ability and learning style -Designs and implements lessons and activities embedding strategies appropriate to the student's learning needs and throughout the daily routine -Analysis of student data informs the progress of student knowledge and the

	variety of feedback to inform student needs		adjustments needed to the lesson design throughout the daily routine -Designs and implements self-evaluation tools for the students to analyze and recognize individual differences

Standard 4.1 – Student Engagement in Problem Solving and Critical Thinking

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Has an understanding of how to generate learning goals that stretch student thinking -Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis -Understands knowledge is gained when students are prompted to defend their thinking -Has the ability to consider various interpretations of problems and solutions	-Instruction includes goals that stretch the thinking of most students -Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking -Instruction includes occasions when students are called on to defend their thinking -Instruction includes introduction of various interpretations of problems and their solutions	-Instruction includes challenging learning goals that stretch the thinking of all students -Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking and analysis -Instruction includes students routinely defending their thinking -Instruction includes student reflection on various interpretations of problems and their solutions	-Uses assessment strategies that measure the extent of student thinking related to learning outcomes -Uses assessment strategies which prompt students to use critical thinking and analysis skills -Develops assessments that measure students' defended thinking -Uses assessment strategies that measure the student interpretation of problems and their solutions -Uses high level of skilled questioning techniques (Blooms – Rigor + Delivery) -Provides open-ended projects -Discusses student choices and supports using content vocabulary -Facilitates using the constructivist approach to lessen student discourse through critical thinking instead of lecturing -Often uses model of analysis and evaluation -Has ability to adjust & adapt strategies on the spot

Standard 5.1 – Classroom Management Techniques

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Is aware of classroom management techniques but does not implement -Understands through conversation and/or in lesson planning how teacher movement around the classroom can be used to manage student behavior -Has developed verbal and nonverbal signals as a means for managing student behavior -Understands the importance of exhibiting calm and in-control behavior at all times.	-Frequently moves around the room to monitor and manage student behavior -Misbehavior is generally addressed when it occurs -Verbal and non-verbal signals generally manage behavior -Teacher response and demeanor is generally calm and in control -Students generally respond quickly to prompts and directions -Is making significant progress in utilizing classroom routines and procedures	-Efficiently and effectively moves around the room to monitor and manage student behavior -Misbehavior is addressed quickly when it occurs -Effectively uses verbal and non-verbal signals as a management technique -Demonstrates calm, controlled behavior -Students respond quickly to prompts and directions -Students are engaged/consistently on task	-Techniques are demonstrated that address misbehavior(s) immediately when they occur -Teacher addresses misbehavior positively to retain respect and value for the student -The process of instruction is uninterrupted by student misbehavior -Students demonstrate an awareness of the expectations of the teacher -Consistently uses strategies that are individualized to enhance student

		-Off task/misbehaviors are addressed effectively -Plan is in place and followed for classroom management -Age appropriate techniques are utilized -Uses appropriate praise and recognition of appropriate behaviors (possible physical rewards as well: passes, stickers, etc) -PBIS is appropriately implemented -Seating charts are thoughtfully implemented -Uses proper re-directive verbal and nonverbal communication -Classroom rules are posted -Uses positive reinforcement (smiles) -Classroom management does not interfere with teaching -Consistently uses strategies to establish classroom routines and procedures that are consistently implemented -Praise is public or private; re-directs are private	learning in all content areas and implements procedures consistently -Manages student learning and instruction bell to bell -Exhibits efficient movement about room using proximity, verbal and non-verbal cues to focus student attention to learning tasks
Standard 5.2 – Management of Time, Space, Transitions, and Activities			
Candidate-0	**Emerging-1**	**Emerging-2**	**Developing-3**
-Is knowledgeable about the importance of managing transitions to protect essential learning time -Has an understanding of the importance of appropriate pacing in effective teaching and learning -Has developed strategies for managing time and space to enhance learning but has not implemented them	-Transitions from one activity to another are generally quick and efficient -The pace of learning is mostly appropriate for activities -Students follow routines with some accuracy -Students somewhat re-engage in the learning process after transitions	-The teacher employs quick, efficient transitions from one activity to another -The pace of learning is effectively altered as appropriate to the learning content -Students quickly re-engage in the learning after transitions -Is aware of all students and keeps them on task -Teaching is implemented bell-to-bell -Uses proper wait time -Establishes routines and procedures (sharpening pencils, bathroom procedures, etc.) -Expectations are repeated for students, especially when they transition from one activity to another -Room is arranged with safety and accessibility in mind	-Student learning time is protected and enhanced through the use of efficient and effective transitions -The learning space is effectively managed to support the learning process -Student engagement increases as a result of effective management of the learning time and space -Responds confidently and calmly to disruptions or distractions with little interruption of lesson -Students move purposefully with knowledge of routines and procedures and respond accordingly

| | | -Furniture arrangement is appropriate for large and small group activities
-Materials are easily accessible for students and teacher
-Appropriate use of technology is evident
-Provides cues, prompts, or signals when a procedure should be followed | |

Standard 5.3 – Classroom, School, and Community Culture

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Has knowledge about how to organize the room in order to facilitate learning -Has developed skills for building positive relationships and culture but does not demonstrate in teaching -Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching	-Room is generally organized to facilitate learning -Relationships and culture are somewhat positive and generally enhance the learning environment -Students are sometimes instructed on how to engage in positive interactions -Students feel somewhat in control of their learning experience	-Room is organized to facilitate learning -Positive relationships and culture are used to enhance the learning environment -Students are frequently instructed on how to engage in positive interactions -Students feel in control of their learning experience -Demonstrates awareness of culture differences and uses appropriate language to communicate -Demonstrates language and behaviors consistent with the school/class/community culture -Values each student and treats each one with dignity -Takes the time to research and learn about the cultures of families in his/her classroom -Seeks to understand parents' hopes, concerns, and suggestions -Keeps parents apprised of services offered by the school/community -Shows how differences among the students make for better learning	-Demonstrate strategies to build a positive classroom culture -Demonstrates a positive rapport with students -The room is well organized to facilitate learning -Students routinely demonstrate positive interactions among one another -Students' control of the learning experience enhances their growth in learning consistently -All materials are consistently well organized for appropriate learning -All students can consistently hear/see the teacher -Students are consistently working with one another -Consistently produces examples of appropriate comments and uses that as a topic for discourse -Students are able to consistently persevere in difficult learning situations

Standard 6.1 – Verbal/Non-Verbal Communication

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Understands the importance of using clear communication for providing guidance to students -Has skills for demonstrating positive verbal and non-verbal communication -Has written lesson objectives but does not communicate to students	-Instructions are generally given in a way that provides clear and useful guidance -Verbal and nonverbal communication generally demonstrates value and respect to others -Lesson objectives are inconsistently communicated to students -Technology is at times used to enhance student learning	-Instructions are routinely given in a way that provides clear and useful guidance -Verbal and nonverbal communication consistently demonstrates value and respect to others -Lesson objectives are routinely communicated to students -Technology is used often to enhance student learning	-Demonstrates clear and effective communication to all students, including any who speak other languages or written communication is effective -Examples of written communication (notes, newsletters, grade card comments) are correct

-Realizes the value of technology use to enhance student understanding of content -Understands the importance of visually modeling desired skills	-Desired skills are inconsistently modeled -Written communication may contain minor errors	-Desired skills are consistently modeled to insure student comprehension	-Correct and effective communication is evident in a variety of different forms, including technology -Uses correct grammar when speaking and in writing -Lesson objectives are clearly and effectively communicated to all students -Technology is appropriately integrated in daily lessons to enhance student understanding -Clearly and effectively uses modeling as a strategy to enhance student comprehension of desired skills -Teacher communication is appropriate to context

Standard 7.1 – Effective Use of Assessments

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Recognizes the process for using different types of assessments to facilitate the tracking of student progress -Knows the difference between informal and formal assessments and when each is most appropriate -Knows how to gather information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students	-Explains the process for using different types of assessments to facilitate the tracking of student progress -Informal and formal assessments are frequently used to gather student data -Uses information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students to build instructional goals/objectives	-Routinely uses different types of assessment to facilitate the accurate tracking of student progress -Creates Informal assessment tools to effectively gather student data during the learning performance (activity) -Uses information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students to create individualized instruction	-Routinely creates, implements, and analyzes a variety of individualized assessment tools to illustrate the progress of each student -Assessments data is collected at various times throughout lessons to direct modifications to instruction -Uses information gathered by outside sources for students to create self-goals that drive individualized instruction

Standard 7.2 – Assessment Data to Improve Learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
-Explains how pre and post-data can be used to determine the extent of student growth -Explains how assessment tools can be used for lesson planning -Has awareness of assessment tools to check for understanding	-Utilizes pre and post-data to determine student growth -Utilizes assessment tools, including self-assessments, to drive instruction -Utilizes assessment to check for understanding	-Creates pre and post-data to analyze student growth -Creates assessment tools, including self-assessments, to drive instruction -Student mastery of content frequently improves as a result to adjustments made to instruction based on data	-Creates, implements, and analyzes pre and post-data to determine trends and to build instruction -Creates, implements, and analyzes assessment tools including self-assessment to drive individualized instruction -Throughout the lesson, analysis of data trends consistently informs individualized student growth and changes to instructional plans

Standard 7.5 – Communication of Student Progress and Maintaining Records			
Candidate-0	**Emerging-1**	**Emerging-2**	**Developing-3**
-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district	-Scales and/or rubrics are inconsistently used to clearly communicate student progress -Records of student progress are generally maintained in an ethical manner maintaining confidentiality -Inconsistently communicates student data on status and progress to students and parents -Inconsistently uses a variety of record keeping systems implemented by the cooperating teacher and school district	-Scales and/or rubrics are consistently used to clearly communicate student progress -Records of student progress are consistently and ethically maintained while maintaining confidentiality -Consistently communicates student data on status and progress to students and parents -Consistently uses a variety of record keeping systems implemented by the cooperating teacher and school district	-Scales and/or rubrics are created, implemented, and shared with the student -Ethically, indicators of student status and progress toward learning objectives are clearly tracked and communicated to the student -Collaboratively discusses students' status and progress with students and parents to determine a plan for future learning needs -Accurate record keeping systems enable the student to clearly track and articulate their progress of personal learning goals
Standard 8.1 – Self Assessment and Improvement			
Candidate-0	**Emerging-1**	**Emerging-2**	**Developing-3**
-Has developed skills for how to reflect on practice for the purpose of improvement -Understands how to problem-solve in order to improve practice -Is aware of the need for daily conferencing -Is aware of need to meet deadlines -Is aware of the need to reflect on daily teaching -Is aware of the need to problem solve to improve student learning -Is aware of the importance of teacher engagement in extracurricular activities -Is aware of cumulative files on students -Understands that resources are available that directly relate to student learning -Is aware that constructive criticism will help them be better teachers -Is aware of appropriate dress and decorum -Is aware of development and maintaining a professional development plan	-Maintains some type of professional development plan or log to organize reflections about learning -Some reflection is evident on the effectiveness of a lesson based on student learning -Attempts daily conferencing -Sometimes reflects on daily teaching -Documents some outside school activities -Sometimes uses resources to guide instruction -Sometimes seeks out and applies constructive criticism -Sometimes displays appropriate dress and decorum -Sometimes maintains a professional development plan	-A professional development plan or log is used consistently to organize reflections about improving learning -Consistently engages in a problem-solving exercise to improve the learning of the students -Frequent, active reflection of the effectiveness of a lesson based on student learning is evident -Usually conferences daily -Usually meets deadlines -Usually reflects on daily teaching -Usually utilizes analytical and critical problem solving skills -Participates in numerous outside school activities -Speaks with someone about special needs or teaching modalities to be most successful with a specific student -Frequently uses resources to guide instruction -Frequently applies constructive criticism -Generally displays appropriate dress and decorum -Consistently maintains a professional development plan	-Reflection and problem-solving activities occur on a regular basis that inform modifications to instructional practices -Instructional strategies and learning activities are routinely modified based on reflection -Engagement in professional development occurs to support improved practice -Data is collected to assess whether modifications to instruction had the anticipated impact on student learning -Always conferences daily -Always meets deadlines -Regularly reflects on daily teaching -Consistently utilizes analytical skills, creativity, and critical thinking problem solving skills -Regularly implements an effective lesson plan -Implements activities that impact student learning -Consistently uses resources to guide instruction -Can produce multiple examples to provide increased learning following instructional change based on reflection

			-Consistently provides evidence of how constructive criticism improved instructional effectiveness -Always displays appropriate dress and decorum -Always maintains a professional development plan -Completes assigned tasks, implementing changes and reporting results
Standard 9.1 – Induction and Collegial Activities			
Candidate-0	**Emerging-1**	**Emerging-2**	**Developing-3**
-Understands the importance of observation and feedback as a means to improving professional practice -Understands how the mission, vision, values, and goals guide the learning of all students -Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families - Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families	-Sometimes engages with colleagues to gather new ideas and improve practice -Sometimes welcomes observation and feedback and incorporates it for overall improvement -Sometimes meets with cooperating teachers and supervisors -Sometimes effectively communicates with colleagues, Pk-12 students, staff, and families -Sometimes engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families -Sometimes embraces the mission, vision, values and goals guiding the learning of each student	-Consistently engages with colleagues to gather new ideas to improve practice -Consistently welcomes observations and feedback and incorporates it for overall improvements -Meets regularly and promptly with cooperating teachers and supervisors -Routinely effectively communicates with colleagues, Pk-12 students, staff, and families -Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice -Consistently embraces the mission, vision, values and goals guiding the learning of each student	-Demonstrates knowledge of the school/district vision, mission and goals -Is aware of and uses the state's mentor standards to guide behaviors in the clinical process -Data on improved relationships with students, family and staff -Evidence regarding new ideas that have been incorporated and their impact on student learning -Uses building resources -Participates in staff meetings/PLCs -Participates in professional organizations -Provides after school activities for students -Routinely effectively communicates with colleagues, Pk-12 students, staff, and families. Utilizes the information, gained from the conversation, to meet the needs of each student. -Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice and impact student learning -Routinely welcomes observation and feedback as a means to improving professional practice. Evidence regarding new ideas that have been incorporated and their impact on student learning -Routinely embraces the mission, vision, values and goals guiding the learning of each student. Contributes to or presents

			at school or district professional development activities
Standard 9.3 – Cooperative Partnerships in Support of Student Learning			
Candidate-0	**Emerging-1**	**Emerging-2**	**Developing-3**
-Understands the importance of positive relationships among colleagues for promoting student learning -Has developed positive communications skills -Understands what professionalism means and why it is essential to demonstrate it at all times	-Sometimes demonstrates positive interactions with other colleagues to promote student learning -Sometimes engages in positive communication with students and families to foster learning -Sometimes demonstrates professionalism	-Positive interactions occur consistently with other colleagues to promote student learning -Consistently engages in positive communication with students and families to foster learning -Consistently demonstrates professionalism	-Engages in professionalism dialogue with various community agencies and other community organizations to benefit learning in the school -Engages in new partnerships that promote enhanced learning for all students - Considers possible ways to assess different partnerships and the extent of their impact on student learning