

**Candidate Assessment on Performance Standards (CAPS) RUBRIC RANKINGS**

**Rankings: 1=Ineffective 2=Needs Development 3=Proficient 4=Exemplary\***

**\*Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.**

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| **Performance Standard 1: Professional Knowledge** | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| The teacher candidate **inadequately** demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. | The teacher candidate **inconsistently** demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | The teacher candidate **consistently** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | The teacher candidate **continually** demonstrates **extensive** content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. |
| **Performance Standard 2: Instructional Planning** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not plan**, or **plans without adequately** using state and local school district curricula and standards, or **without** using effective strategies, resources, or data to meet the needs of all students. | The teacher candidate **inconsistently** uses state and local school district curricula and standards, or **inconsistently** uses effective strategies, resources, or data in planning to meet the needs of all students. | The teacher candidate **consistently** plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | The teacher candidate **continually** seeks and uses **multiple** data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. |
| **Performance Standard 3: Instructional Strategies** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not** use research-based instruction strategies, **nor are the instructional strategies relevant** to the content area. The strategies **do not engage** students in active learning or promote key skills. | The teacher candidate **inconsistently** uses research-based instructional strategies. The strategies used are **sometimes not appropriate** for the content area or for engaging students in active learningor for promoting key skills. | The teacher candidate **promotes student learning** by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills. | The teacher candidate **optimizes** students’ opportunities to learn by engaging students in **higher-order thinking** and by identifying and effectively implementing the most appropriate research-based instructional strategies. |
| **Performance Standard 4: Differentiated Instruction** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not challenge** students by providing appropriate content orby developing skills which address individual learning differences. | The teacher candidate **inconsistently** challenges students by providing appropriate content orby developing skills which address individual learning differences. | The teacher candidate challenges students by providing **appropriate** content and by developing skills which address individual learning differences. | The teacher candidate **optimizes** students’ opportunities to learn by engaging them in critical and creative thinking and challenging activities tailored to address individual learning needs. |
| **Performance Standards 5: Assessment Strategies** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate chooses an **inadequate variety** of diagnostic, formative, and summative assessment strategies or the instruments are **not appropriate** for the content or student population. | The teacher candidate **inconsistently** chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are **sometimes not appropriate** for the content or student population. | The teacher candidate **systematically** and **consistently** chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are **valid** and **appropriate** for the content and student population. | The teacher candidate **continually** demonstrates **expertise** and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and **guides students to monitor and reflect on their own academic progress**. |

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| **Performance Standards 6: Assessment Uses** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not** gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, orto provide feedback in a constructive or timely manner. | The teacher candidate **inconsistently** gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback. | The teacher candidate **systematically** gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | The teacher candidate **consistently** demonstrates **expertise** in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. |
| **Performance Standard 7: Positive Learning Environment** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **inadequately** addresses student behavior, displays a negative attitude toward students, **ignores** safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. | The teacher candidate **inconsistently** provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | The teacher candidate **provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | The teacher candidate **creates a dynamic and vibrant environment** where students feel physically, intellectually, and emotionally safe, and are encouraged to take ownership of their own learning behavior. |
| **Performance Standard 8: Academically Challenging Environment** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not** provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners. | The teacher candidate **inconsistently** provides a student-centered environment in which teaching and learning occur at high levels orwhere students are self-directed. | The teacher candidate **creates** a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | The teacher candidate **creates** an academic learning environment where students are regularly encouraged to tackle **challenging** material and academic risks. |

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| **Performance Standard 9: Professionalism** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate shows a **disregard** toward professional ethics or the school’s mission orrarely takes advantage of professional grow opportunities. | The teacher candidate **inconsistently** supports the school’s missionor seldom participants in professional growth opportunities. | The teacher candidate **demonstrates a commitment** to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession. | The teacher candidate **continually engages in a high level of professional growth** and application of skills and contributes to the development of others and the well-being of the school. |
| **Performance Standard 10: Communication** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **inadequately** communicates with students, parents, or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns responding to inquiries, or encouraging involvement. | The teacher candidate **inconsistently** communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning, | The teacher candidate **communicates effectively** with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | The teacher candidate **uses optimal communication techniques** in a given situation to proactively inform, network, and collaborate with others to enhance student learning. |
| **Performance Standard 11: Technology** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The candidate inadequately demonstrates the ability to use technology and integrate it into the teaching and learning process.  Candidate chooses to rarely or never use technology for teaching and rarely or never facilitate student use of technology for learning.  When using technology, candidate struggles with how to use it, how to integrate it, how to manage it, and how to answer student questions about it. | The candidate inconsistently demonstrates the ability to use technology and integrate it into the teaching and learning process.  At times, candidate struggles with troubleshooting technology issues or answering student questions about technology.  Candidate has students mainly using technology for low-level cognitive tasks – knowledge and comprehension – gathering facts on the Internet, drill and practice, etc.  Candidate typically has students using the same technology in the same way to do the same thing or to create the same product to demonstrate their learning (no differentiation or personalization to support diverse learners).  At times, candidate struggles with managing the technology and students are often off task and using technology in ways unrelated to learning.  Candidate does not always ensure equitable access to technology in the classroom—not every student gets to use technology for learning in the classroom. | The candidate consistently demonstrates the ability to use technology and integrate it into the teaching and learning process.  Uses a variety of devices, apps, software, and the Internet in the classroom.  Troubleshoots and solves minor tech issues (or accesses support).  Answers technology-related questions from learners in the classroom.  Facilitates learner use of technology for critical thinking, problem solving, creativity, and authentic learning.  Uses technology to facilitate communication and collaboration with learners, families, colleagues and the larger community  Uses technology to personalize learning around learner strengths, interests, and needs and ensures accessibility of digital content and learning technologies for all learners.  Uses technology to implement formative and summative assessments, track student performance data, and adjust instruction to meet learner needs.  Manages the use of technology in the classroom, ensures the safe, legal, and ethical use of technology, and promotes equitable access to technology.  Builds an online professional learning network (PLN) with other educators through social media (Twitter, Facebook, etc.).  Develops or curates online content and instruction for students.  Facilitates student learning both face-to-face and online.  Delivers content or instruction through a learning management system (D2L, Canvas, etc.) or other online digital platform (Schoology, Google Classroom, etc.).  Leverages technology tools so students can learn anywhere, anytime and at any pace or mode that fits their strengths, interests, and needs. | The candidate continually demonstrates extensive knowledge and ability to use technology and integrate it into the teaching and learning process.  Candidate provides expertise and leadership to other teachers and students in developing technology proficiency.  Candidate provides expertise and leadership to other teachers in technology integration or blended/online learning.  Candidate explores and uses emerging technologies with students such as Augmented Reality/Virtual Reality, robotics, coding etc...  Candidate has students engaging in learning experiences not possible without the use of technology.  Candidate promotes creativity and innovation by engaging students in collaborative, hands-on makerspaces to make, explore, create, invent, and learn using high tech and low tech resources.  Candidate has students using technology to communicate and collaborate globally with other learners, experts, etc. |
| **Performance Standard 12: Literacy Support Services and Intervention** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate **does not** demonstrate an awareness of who the student support service providers are for their school and district. The candidate does not demonstrate an understanding of a team-based approach in leveraging necessary resources and support for all learners. | The teacher candidate is aware of who the student support service providers are for their school and district but **inconsistently** demonstrates an understanding of how to collaborate with student support services to leverage the available resources to provide support for all learners. | The teacher candidate **consistently** demonstrates familiarity with and an understanding of how to collaborate with student support service providers to ensure that students receive appropriate services.  The teacher candidate is aware of who the student support service providers are for their school and district. Support services may include reading specialists, writing tutors, or special education services. The candidate consistently seeks out and collaborates with support service providers to inform instruction and intervention.  When participating in grade level team meetings, MTSS team meetings, and IEP meetings with stakeholders, candidates consistently, appropriately, and ethically share information about the student's strengths and weaknesses, as well as explains data from universal screening, intervention, and ongoing progress monitoring. | The teacher candidate has a comprehensive understanding of all support services and their roles, including specific contributions. Monitoring of student progress is systematic, with proactive steps taken based on findings.  The teacher candidate consistently, appropriately, and ethically shares comprehensive and pertinent information to foster a collaborative environment for optimal student support.  The teacher candidate consistently provides timely, thorough, and actionable feedback, and actively engages in refining interventions based on feedback. |
| **Performance Standard 13: Disciplinary Literacy** | | | |
| **Ineffective** | **Needs Development** | **Proficient** | **Exemplary** |
| The teacher candidate demonstrates **limited** awareness of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text.  The teacher candidate **does not** integrate evidence-based literacy strategies into specific disciplinary areas. | The teacher candidate demonstrates an understanding of evidence-based literacy strategies including academic vocabulary, writing, and interpretation of informational text, but such strategies are **inconsistently** incorporated into specific disciplinary areas. | The teacher candidate consistently incorporates evidence-based literacy strategies into specific disciplinary areas; strategies are effective and coherent.  The teacher candidate intentionally integrates academic vocabulary throughout lessons to promote student mastery and application.  The teacher candidate consistently incorporates a range of effective writing strategies to support student language development and enhance learning.  The teacher candidate consistently uses a wide range of effective strategies for interpreting informational text that are highly engaging for all students. | The teacher candidate seamlessly and purposefully integrates a wide array of evidence-based literacy strategies into specific disciplinary areas. These strategies are not only highly effective but also demonstrate a deep coherence, significantly enhancing student understanding and application of the content.  The teacher candidate intentionally and skillfully integrates academic vocabulary throughout every lesson. This purposeful integration promotes deep student mastery and application, enabling students to confidently use academic language in various contexts.  The teacher candidate consistently and effectively incorporates a range of writing strategies. These strategies are thoughtfully designed to support student language development, enhance learning, and encourage critical thinking and creativity in student writing.  The teacher candidate consistently employs a comprehensive and highly effective range of strategies for interpreting informational text. These strategies are highly engaging for all students, fostering an environment where students are motivated to analyze, interpret, and critically engage with informational texts. |