

Montclair State University
Student Teaching Scoring Rubric
Early Childhood and Elementary Education
(6-25-11)

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|--|--|-----|---|-----|--|
| | (1) | (2) | (3) | (4) | (5) |
| <i>1. Planning for Student Learning</i> | | | | | |
| 1a. <i>Stating clear, meaningful, and developmentally appropriate learning goals/objectives (MSU Standards 2, 3e, 4)</i> | Lesson plan lacks clear, meaningful, and developmentally appropriate learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards. | | Lesson plan includes mostly clear, meaningful, and developmentally appropriate learning goals/objectives. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards. | | Lesson plan consistently includes clear, meaningful, and developmentally appropriate learning goals/objectives and aligned with the NJ Core Curriculum Content Standards. The junior faculty member provides a well thought out explanation of why the identified goal/objectives are appropriate for the students. |
| 1b. <i>Organizing subject matter for student learning (MSU Standards 1a, 1b, 4)</i> | Student teacher is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter. | | Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter and the interests of children. | | Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons, how content relates to children's interests and strengths, and how this content fits within the structure of the curriculum. The planned content reflects an in-depth understanding of the subject matter. |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4)

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|--|--|-----|---|-----|--|
| | (1) | (2) | (3) | (4) | (5) |
| 1c. <i>Designing creative and developmentally appropriate learning activities and materials (MSU Standards 1b, 2, 3d, 3f, 4, 12a, 12b, 12c, 12f, 12g)</i> | Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement. | | Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized <i>and</i> well paced from introductory to closing activities, although some sequencing problems may be evident. | | Planned activities advance all of the identified learning goals/objectives, take into account students' background knowledge and experiences, and are varied, creative, and developmentally appropriate . Activities consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized <i>and well paced</i> from introductory to closing activities. |
| 1d. <i>Adaptations to curriculum are based on observation and assessment of children's cognitive, social, emotional, physical or linguistic strengths and needs (MSU Standards 2, 3b, 3f, 4, 7, 12e)</i> | There is little evidence that Junior Faculty has based curricular adaptations on observation and assessment of children's strengths and needs. Student teacher cannot clearly articulate why certain accommodations have been made. | | There is some evidence that Junior Faculty has based curricular adaptations on observation and assessment of children's strengths and needs. Student teacher can articulate why adaptations have been made for some children. | | There is clear evidence that adaptations to curriculum are based on observation and assessment of individual children. Student teacher can articulate clearly and accurately how previously collected data informed his/her curricular decisions. |
| 1e. <i>Relating content to children's interests and communities (MSU Standards 3d, 3e, 3f, 12b)</i> | Content is not connected to children's interests or communities or Student teacher is not able to help children to make connections to the content. | | Content is somewhat connected to children's interests and communities and student teacher is able to help children make connections to the content. | | Content is clearly related to children's interests and communities, and student teacher is able to support children in making clear connections between content and their interests and communities. |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an "exceeds expectations" (5) rating from "meets expectations" ratings (3 and 4).

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|---|--|---|--|-----|----------------------|
| | (1) | (2) | (3) | (4) | (5) |
| 2. Teaching for Student Learning | | | | | |
| 2a. <i>Making content in each discipline comprehensible to students (MSU Standards 1b, 3e, 3f, 4, 12c)</i> | Student teacher makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. He/she does not communicate content clearly. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it. | Student teacher makes efforts to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it. | Student teacher routinely activates and builds on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of varied strategies such as visual and auditory representations, graphic organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure. | | |
| 2b. <i>Monitoring student understanding, providing feedback, and adapting activities to emphasize students' strengths and support needs (MSU Standards 1b, 3e, 7, 12d, 12e)</i> | Student teacher does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). | Student teacher monitors students' understanding of the content through most of the lesson and gives them feedback. He/she attempts to make instructional adjustments when necessary. He/she gives attention to students with special needs <i>and</i> accommodates materials as appropriate (e.g., students with disabilities and ELLs). | Student teacher monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback . He/she makes appropriate instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs). | | |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|--|---|-----|---|-----|---|
| | (1) | (2) | (3) | (4) | (5) |
| 2c. <i>Using media and other technology in appropriate ways (MSU Standards 1b, 2)</i> | Lesson integrates media and/or other technology in meaningless and inappropriate ways. | | Use of media or other technology is not applicable to this lesson; or media and other technology are used in developmentally appropriate ways. | | Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways. |
| 2d. <i>Promoting critical thinking (MSU Standards 5, 12h)</i> | Student teacher does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so. | | Student teacher encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions that require resolution. | | Critical thinking is integral to the entire lesson. Student teacher encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions that require resolution and encourages students to be aware of their own thinking. |
| 2e. <i>Using democratic practices: respect for child's culture (MSU Standards 3b, 3e, 3f, 6, 8a, 12a, 12b, 12f, 12g)</i> | Student teacher does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. He/she makes little or no effort to render content comprehensible to all students and to help each feel valued. There is little or no evidence that student teacher respects the culture of each child | | Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. He/she strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs). There is some evidence that student teacher respects the culture of each child | | Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. He/she supports independent learning and decision-making. He/she consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each child feel valued. Student teacher demonstrates respect for each child's culture. |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|--|---|-----|---|-----|---|
| | (1) | (2) | (3) | (4) | (5) |
| 2f. <i>Using a range of teaching strategies based on understanding of child development (MSU Standards 2, 12a)</i> | There is little or no evidence that teaching strategies are based on an understanding of developmental principles. | | There is some evidence that teaching strategies are based on an understanding of developmental principles. | | There is clear evidence that teaching strategies are based on an understanding of developmental principles. |
| 2g. <i>Making curriculum meaningful to all children (MSU Standards 1b, 3a, 3d, 3f)</i> | Student teacher does not connect learning to the daily lives of children and/or insure that learning has a clear outcome or purpose. | | Student teacher often connects learning to the daily lives of children and insures that learning has a clear outcome or purpose. | | Student teacher consistently connects learning to the daily lives of children and insures that learning has a clear outcome or purpose. |
| 3. Assessing Student Learning | | | | | |
| 3a. <i>Recording and using assessment results to inform instruction (MSU Standards 7, 12e)</i> | Student teacher does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning for instructional modification. | | Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. He/she periodically reviews assessment results and generally makes instructional modifications when needed. | | Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. He/she continuously reviews assessment results and consistently makes appropriate instructional modifications when needed. |
| 3b. <i>Using a range of assessment tools to document student strengths (MSU Standard 7)</i> | There is little or know evidence that student teacher has used a range of assessment tools to identify student strengths. | | Student teacher uses more than one assessment tool to identify students' strengths. | | Student teacher uses a wide range of assessment tools to identify students' strengths. |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|---|---|--|--|-----|----------------------|
| | (1) | (2) | (3) | (4) | (5) |
| 4. Creating a Positive Environment for Student Learning | | | | | |
| 4a. <i>Establishing a classroom community that fosters respectful behaviors (MSU Standards 6, 8a, 8b, 8c)</i> | There is little evidence of a common set of standards or spirit of community in the classroom. Student teacher does not consistently guide students toward positive behaviors. H/she does not respond to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not made for those students whose behaviors may be related to stressful life circumstances. His/her responses demonstrate little knowledge of the child. | There is some evidence of a common set of standards and a spirit of community in the classroom. Student teacher attempts to guide students toward positive behaviors but are not consistently successful. H/she sometimes responds to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not always made for those students whose behaviors may be related to stressful life circumstances. His/her responses may reflect lack of knowledge of the child. | There is evidence of a common set of standards and a spirit of community in the classroom. Student teacher consistently guides students toward positive behaviors by using appropriate routines, procedures, and teaching strategies and demonstrating knowledge of individual needs. H/she consistently responds to challenging behaviors with respect for the individual. Accommodations are consistently made for those students whose behaviors may be related to stressful life circumstances. | | |
| 4b. <i>Providing a physical environment based on developmental understanding of children that is safe and conducive to learning (MSU Standard 8c)</i> | Student teacher permits the physical environment to be unsafe or to interfere with student learning. The physical environment is not based on a developmental understanding of children. | Student teacher attempts to create a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. He/she sometimes uses the physical environment as a resource to facilitate and encourage learning for all students. | Student teacher creates a physical environment that is safe developmentally appropriate, and adaptive to the needs of individual students. He/she consistently uses the physical environment as a resource to facilitate and encourage learning for all students. | | |
| 4c. <i>Using instructional time effectively (MSU Standard 8d)</i> | During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students. | During the observed lesson, noninstructional matters do not consume an excessive amount of time. The lesson is well paced for most of the students. | During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is well paced for all students and accommodates students with specific developmental and special needs. | | |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

| Criteria | Does not meet expectations | | Meets expectations | | Exceeds expectations |
|---|--|-----|---|-----|---|
| | (1) | (2) | (3) | (4) | (5) |
| 4d. <i>Creating responsive and caring relationships with children and adults (MSU Standard 12b)</i> | There is no or little evidence that the student teacher has established responsive and caring relationships with children and adults in the classroom. | | There is evidence that the student teacher has established responsive and caring relationships with most children and adults in the classroom and he/she is attempting to strengthen these relationships. | | Student teacher has established responsive and caring relationships with all or almost all children and adults in the classroom. These relationships enhance student teacher's role in the classroom. |
| 5. Professionalism | | | | | |
| 5a. <i>Expressing ideas clearly and personal attributes (MSU Standard 11)</i> | Student teacher is unable to express ideas and concepts clearly in writing and/or speaking. He/she lacks voice quality and/or personal appearance appropriate to teaching environment. | | Student teacher expresses ideas and concepts clearly both in writing and speaking. He/she has acceptable voice quality and personal appearance appropriate to teaching environment. | | Student teacher has exceptional writing and/or speaking abilities. He/she can clearly articulate positions and knowledge regarding teaching and learning. He/she also has very good voice quality and personal appearance appropriate to teaching environment. |
| 5b. <i>Communicating with and developing positive relationships with parents, families, professionals, and community members to support student learning and well being (MSU Standard 10)</i> | Student teacher communicates rarely if ever with parents, families, professionals, and community members to support student learning and well being. | | Student teacher communicates with and develops positive relationships with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well being. | | Student teacher communicates regularly and builds positive relationships with teachers, administrators, other school personnel, students' families, and community members to support student learning and wellbeing. Student teacher actively seeks out professional resources on behalf of students. |
| 5c. <i>Reflecting on instructional efforts (MSU Standard 9, 12h)</i> | Student teacher cannot accurately identify strengths and weaknesses of lesson taught. | | Student teacher identifies the strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future. | | Student teacher identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future. |

NOTE: Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).