

SVSU COLLEGE OF EDUCATION TEACHING PERFORMANCE RUBRIC

Element ¹					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
LEARNER DEVELOPMENT					The teacher candidate enacts teaching practices that ...			
1. Knowing Students					Implement instructional activities without considering the interests and prior knowledge of students; disconnected from familiar contexts, objects or experiences in students' lives; or no observable connection to students' cognitive or physical or socio-emotional developmental characteristics	Implement instructional activities unrelated to objects/experiences that are familiar or common to the lives of students and appropriate to at least one of the following: students' cognitive, physical, or socio-emotional developmental characteristics	Connect instructional activities with students' interests and prior knowledge that are appropriate to their cognitive, physical, and socio-emotional developmental characteristics	Integrate instructional activities with students' interests and prior knowledge that are appropriate to their cognitive, physical, and socio-emotional developmental characteristics during all teaching/learning tasks
CAEP ² R1.1	InTASC ³ 1.b	MI Core Teaching Practice ⁴ 12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	CAEP or SPA ⁵ CEC 1 CAEP K-6 Elem: 1.a and 3.f	State ⁶ PK-3: P.1.a GRADES 3-6: P.1.a MS/HS: P.1.a, b				
LEARNING DIFFERENCES					The teacher candidate enacts teaching practices that ...			
2. Implementing Differentiated Instruction					Apply instructional strategies or materials that are inappropriate or insufficient for addressing students' diverse learning needs; or does not follow recommendations in an IFSP, IEP, 504, transition, or other documented learning plans	Apply appropriate instructional supports and strategies (i.e., activating prior knowledge, accessing specialized assistance , attending to students' personal, family, and community experiences and social norms) for students with diverse learning strengths and; adjust instructional supports based on recommendations in an IFSP, IEP, 504, transition, or other documented learning plans	Apply appropriate instructional supports and strategies (i.e., activating prior knowledge, accessing specialized assistance, attending to students' personal, family, and community experiences and social norms) for individual students with a range of diverse learning strengths and needs; and adjust instructional supports based on recommendations in an IFSP, IEP, 504, transition, or other documented learning plans so that each student is appropriately challenged with equitable opportunities to demonstrate learning	Fully integrate appropriate and equitable instructional supports and strategies (i.e., activating prior knowledge, accessing specialized assistance, attending to students' personal, family, and community experiences and social norms) for individual students with a range of diverse learning strengths and needs; fully integrates appropriate recommendations in an IFSP, IEP, 504, transition, or other documented learning plans; appropriately challenge students with equitable opportunities to extend learning
CAEP ² R1.1	InTASC ³ 2.a 2.b 2.c 2.d 2.e 2.f	MI Core Teaching Practice ⁴ 6. Coordinating and adjusting instruction during a lesson	CAEP or SPA ⁵ CEC 1 CAEP K-6 Elem: 3.d and 4.a, 4.g	State ⁶ PK-3: P.1.h GRADES 3-6: P.1.h MS/HS: P.1.g, h				
LEARNING ENVIRONMENTS					The teacher candidate enacts teaching practices that ...			
3. Respectful Relationships with Students					Apply verbal and/or nonverbal communication that is inappropriate, disrespectful, or indifferent toward individual students or the class as a whole; or that interfere with students' abilities to focus on academic work; disrespectful actions involve communication using punitive threats, ignoring or dismissing diverse cultural norms of communication or behavior	Apply verbal and nonverbal communication demonstrating care and interest toward individual students; interactions are respectful and support academic learning of individual students as well as the whole class; respectful actions are kind, honest, truthful, trustworthy, cognizant of and appropriately responsive to diverse cultural norms	Apply verbal and nonverbal communication demonstrating care and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment; expectations for respectful interactions are shared and developed collaboratively , building a safe, positive learning climate of openness, mutual respect, and support shared responsibility for rigorous academic work	Apply verbal and nonverbal communication demonstrating care and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment; provides respectful interactions where students are consistently and actively involved in making decisions collaboratively ; shared responsibility for establishing a learning climate of mutual respect that supports rigorous academic work
CAEP ² R1.1	InTASC ³ 3.a 3.c 3.f	MI Core Teaching Practice ⁴ 10. Building respectful relationships with students	SPA ⁵ CEC 2	State ⁶ PK-3 P.1.f GRADES 3-6: P.1.f MS/HS: P.1.f				
4. Supporting Productive Student Behavior					Provide expectations for behavior that are inappropriate, confusing to students, implemented inconsistently without attention to differing students' needs, ignored, not evident; or indicate a lack of awareness of off-task or disruptive behaviors	Provide expectations for student behavior that support classroom rules; acknowledge productive behavior for learning; redirect off-task behavior; and/or attend to disruptive behavior	Provide clear expectations for student behavior that include collaboratively establishing classroom rules; acknowledge productive behavior that includes explicit attention to supporting students learning to interact with each other; and strategically redirect off-task behavior and manage disruptive behavior in timely and respectful ways	Provide clear expectations for student behavior that include collaboratively establishing classroom rules and engage students in collaboratively evaluating the classroom climate, adjusting as needed, to promote productive learning for everyone as students interact with each other; and fully address student behaviors appropriately while maintaining respect , and showing value in students' academic contributions to learning
CAEP ² R1.1	InTASC ³ 3.d 3.e	MI Core Teaching Practice ⁴ 7. Specifying and reinforcing productive student behavior	CAEP or SPA ⁵ CEC 2 CAEP K-6 Elem: 3.e	State ⁶ PK-3: P.1.e GRADES 3-6: P.1.e MS/HS: P.1.e				

Element ¹					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
5. Implementing Organizational Routines					Implement inefficient, inappropriate or inconsistent classroom routines, resulting in loss of time for learning; and pacing that is too slow or too fast resulting in off-task or disruptive behavior	Use routines to appropriately accomplish classroom tasks (e.g., lining up at the door, distributing papers, equipment or materials, or transitioning between whole class and individual or small groups); and include pacing that allows learning while minimizing disruptions and distractions	Use routines to efficiently accomplish classroom tasks (e.g., lining up at the door, distributing papers, equipment or materials, or transitioning between whole class and individual or small groups); modify routines as needed based on changing classroom dynamics; strategically engage student participation with pacing that maximizes learning while minimizing disruptions and distractions	Use routines to efficiently and systematically accomplish classroom tasks, actively involving students in smooth transitions and use of classroom space that allow for focus on learning; routines and pacing are adjusted as needed based on changing classroom dynamics with strategic participation of students to maximize learning and minimize disruptions and distractions
CAEP ² R1.1	InTASC ³ 3.d	MI Core Teaching Practice ⁴ 8. Implementing organizational routines	SPA ⁵ CEC 2	State ⁶ PK-3: P.1.e GRADES 3-6: P.1.e MS/HS:P.1.e				
6. Setting Up and Managing Small Groups					Organize students in groups when learning does not require interaction among students to complete the tasks; or group directions and expectations are not clear ; individual accountability to the group as well as accountability of the group to contribute to the learning is not clear ; disengage from interacting with students and groups as they work	Implement tasks that call for interaction among students with directions and expectations for working together; allow groups to work semi-independently in ways that provide for accountability of the learning from the group or individual and allow for interaction with groups to check group (or individual) progress	Engage students in collaborative work with appropriate tasks that call for in-depth interaction among students with clear directions and expectations ; allow groups to work semi-independently in ways that provide for collective and individual accountability for learning; strategically engage students in strategic interaction, deliberately choosing which groups to work with, when, and on what	Engage students in collaborative work through intentional grouping (i.e., mixed ability or similar ability, socio-emotional factors, and linguistic skills) that take into account the learning goals in relation to individual learning needs; design tasks that call for in-depth interaction among students with clear directions and expectations; allow groups to work independently in ways that provide for collective and individual accountability for learning; and allow for strategic intervention
CAEP ² R1.1	InTASC ³ 3.b	MI Core Teaching Practice ⁴ 9. Setting up and managing small group work	SPA ⁵ CEC 2 CAEP K-6 Elem: 4.f	State ⁶ PK-3: P.1.f GRADES 3-6: P.1.f MS/HS: P.1.f				
CONTENT KNOWLEDGE					The teacher candidate enacts teaching practices that ...			
7. Developing Understanding					Focus on one way of knowing or inquiry approach inappropriate to the discipline or the learning goal; lack of opportunity for student reflection, connecting to prior content knowledge, processes or experience	Involve methods of inquiry appropriate to the discipline, and provide an opportunity for students to reflect on related prior content knowledge, processes, or experience	Effectively engage students in methods of inquiry appropriate to the discipline and stimulate students' reflection for making explicit connections to prior content knowledge, processes, and experience	Integrate methods of inquiry appropriate to the discipline as part of instruction and learning; where students initiate questioning, investigating, evaluating and reflecting for making explicit connections to prior content knowledge, processes, and experience
CAEP ² R1.2	InTASC ³ 4.b 4.c 4.d	MI Core Teaching Practice ⁴ 14. Designing single lessons and sequences of lessons	SPA ⁵ CEC 3 CAEP K-6 Elem: 4.b	State ⁶ PK-3: P.1.c GRADES 3-6: P.1.c MS/HS: P.1.d, g				
8. Explaining and Modeling					Use incorrect or inappropriate representations, or use inaccurate or incomplete explanations that lead to or support misconceptions on the part of students; lack of use of available resources or digital technologies	Accurately use at least one representation or explanation with available resources or digital technologies that make the content accessible or relevant to students to achieve the curriculum content standards	Effectively use multiple representations and explanations with appropriate available resources or digital technologies that capture key content ideas so that all students have access and opportunity to achieve the curriculum content standards	Effectively integrate and engage students in using multiple representations and explanations throughout the lesson with appropriate available resources or digital technologies that capture key content ideas, so that all students have access and opportunity to achieve the curriculum content standards
CAEP ² R1.2	InTASC ³ 4.a 4.g	MI Core Teaching Practice ⁴ 2. Explaining and modeling content, practices, and strategies	SPA ⁵ CEC 3 CAEP K-6 Elem: 4.c	State ⁶ PK-3: P.1.d GRADES 3-6: P.1.d MS/HS: P.1.d, q				
9. Facilitating Classroom Discourse					Use academic language incorrectly (spoken and/or written) or not appropriate to the grade level; do not connect informal language with appropriate academic language	Use appropriate academic language (spoken and written) to model for students ways to share, describe, explain, evaluate, or reason about ideas and methods that support students' understanding of the content	Effectively use and engage students in applying appropriate academic language (spoken and written) to share, describe, explain, evaluate and reason about ideas and methods specific to the discipline so that others can understand	Effectively use and engage students in applying appropriate academic language (spoken and written) to share, describe, explain, evaluate and reason about ideas and methods specific to the discipline so that others can understand and engage with each other's ideas and thinking
CAEP ² R1.2	InTASC ³ 4.h	MI Core Teaching Practice ⁴ 5. Implementing norms and routines for classroom discourse and work	SPA ⁵ CEC 3 CAEP K-6 Elem: 4.a	State ⁶ PK-3: P.1.k GRADES 3-6: P.1.k MS/HS: P.1.e				

Element ¹					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
ASSESSMENT					The teacher candidate enacts teaching practices that ...			
10. Checking Student Understanding					Use either formative or summative assessment that is inappropriate or not aligned to the lesson objectives or interpretation of student learning or disregards students' performance that there is no appropriate adjustment of instruction within a single lesson or from one lesson to the next (i.e., adjustment to instruction may be based on assumptions of student learning without referring to any actual evidence of student learning)	Use formative or summative assessment aligned to lesson objectives that support or document student learning so that instruction may be adjusted from one lesson to the next	Use formative and/or summative assessment aligned to lesson objectives that support, verify, and document student learning incorporating multiple ways of demonstrating learning so that instruction may be adjusted within a single lesson or from one lesson to the next	Critically apply formative and/or summative assessment aligned to lesson objectives that engage students collaboratively in establishing and evaluating criteria for achievement; involve students in producing evidence that documents and verifies learning through multiple ways so that instruction may be adjusted within a single lesson or from one lesson to the next
CAEP ² R1.3	InTASC ³ 6.a 6.b 6.e 6.g	MI Core Teaching Practice ⁴ 15. Checking student understanding during and at the conclusion of lessons	CAEP or SPA ⁵ CEC 4 CAEP K-6 Elem: 3.a	State ⁶ PK-3: P.1.n GRADES 3-6: P.1.n MS/HS: P.1.o				
11. Feedback to Students					Provide infrequent or disconnected feedback to students that is limited to, or primarily consists of, general statements (e.g., “Good job!” or “Check your work” or “Try again”); provide no feedback to students regarding progress toward learning goals or developing quality work	Provide descriptive feedback (written or oral) to groups of students or individual students that supports progress toward meeting expectations for quality work related to the learning goals	Provide specific descriptive feedback (written and oral) that focuses students' attention on specific qualities of their work (individually) for what needs improvement , with specific support for how to improve , as well as acknowledging aspects of high-quality work that achieves the learning goals	Provide specific descriptive feedback ('written and oral) that focuses students' attention on specific qualities of their work related to learning goals, and support students in giving specific descriptive feedback to peers for what and how to improve as well as acknowledging high-quality work that achieves the learning goals
CAEP ² R1.3	InTASC ³ 6.d	MI Core Teaching Practice ⁴ 18. Providing oral and written feedback to students	CAEP or SPA ⁵ CEC 4 CAEP K-6 Elem: 4.d	State ⁶ PK-3: P.1.c GRADES 3-6: P.1.c MS/HS: P.1.o				
PLANNING FOR INSTRUCTION					The teacher candidate enacts teaching practices that ...			
12. Setting Learning Goals					Do not communicate goals of the lesson to the students; or provide instructional learning activities incorrectly aligned to curricular expectations	Inconsistently communicate goals of the lesson to the students; or provide instructional learning activities partially aligned to curricular expectations	Consistently communicate goals of the lesson to the students; and provide instructional learning activities fully aligned to curricular expectations	Consistently communicate goals of the lesson to the students; and provide instructional learning activities fully aligned across curricular expectations with evidence of student involvement in design.
CAEP ² R1.3	InTASC ³ 7.a	MI Core Teaching Practice ⁴ 11. Implementing... 13. Setting long- and short-term learning goals for students	SPA ⁵ CEC 5 CAEP K-6 Elem: 3.c	State ⁶ PK-3: P.1.k GRADES 3-6: P.1.k MS/HS: P.1.d, p				
INSTRUCTIONAL STRATEGIES					The teacher candidate enacts teaching practices that ...			
13. Coordinating and Adjusting Instruction					Do not adjust instruction; or do not employ alternative strategies in response to students' learning needs during instruction	Attempt to adjust instruction for at least one student based on noticing a need for redirection, focus, scaffolding, more challenge, or extension; attempt to connect parts of the lesson using appropriate strategies and knowledge of students' learning needs	Adjust instruction based on students' learning, recognizing a “teachable moment” connecting parts of the lesson; or make an appropriate mid-course correction based on students' questions, and knowledge of students' learning needs	Continuously and appropriately adjust instruction based on understanding students' learning, capitalizing on “teachable moments” while maintaining learning goals, explicitly connecting parts of the lesson, making mid-course corrections as needed based on a repertoire of strategies , students' questions, and knowledge of students' learning needs
CAEP ² R1.3 understand InTASC Standard 8	InTASC ³ 8.b	MI Core Teaching Practice ⁴ 6. Coordinating and adjusting instruction during a lesson 15 – checking understanding	SPA ⁵ CEC 5	State ⁶ PK-3:P.1.d GRADES 3-6: P.1.d MS/HS:P.1.g, j				

Element ¹					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
14. Questioning for Eliciting Student Thinking					Use questions and tasks that limit students' opportunities to share their thinking or understanding of academic content; provide no evidence of supporting students to ask questions based on the learning in the lesson	Use questions and tasks that provide opportunity for students to share their thinking about academic content related to the learning goals that serve at least one purpose (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)	Use purposely chosen questions and tasks that provoke students to share their thinking about academic content related to the learning goals that serve at least two purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) with checks on students' interpretations, ideas, and methods to understand students' thinking	Use purposely chosen questions and tasks that specifically facilitate and appropriately scaffold students in sharing their thinking about academic content related to the learning goals that serve multiple purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) with checks on students' interpretations, ideas, and methods that build on students' learning
CAEP ² R1.3	InTASC ³ 8i	MI Core Teaching Practice ⁴ 3. Eliciting and interpreting individual students' thinking	SPA ⁵ CEC 5	State ⁶ PK-3: P.1.c GRADES 3-6: P.1.c				
15. Leading Group Discussion					Focus on limiting students' responses to simple or factual knowledge (e.g., yes/no or simple one-word responses like filling in blanks) with limited or no opportunity for students to articulate their own thinking; or students respond only directly to the teacher; or students share their thinking without listening and responding to others' ideas	Attempts to encourage students' participation in small group or whole class discussions; and support students in sharing their own thinking; listen and respond to other students' thinking related to specific instructional goals; and allow students opportunities to listen, speak, and interpret	Use a variety of classroom strategies that encourage students to clearly articulate their own thinking (ideas and processes); support students listening to the ideas of others, stimulating discussion among students, using one another's ideas as resources to build collective knowledge related to instructional goals; encourage students to listen, speak, and interpret	Establish a culture of thinking through specifically scaffolding students' participation in making meaningful or thoughtful contributions ; encourage students to routinely articulate their ideas in ways that others can understand, using one another's ideas as resources to build collective knowledge related to specific instructional goals; facilitate students' active listening, speaking, and interpreting
CAEP ² R1.3	InTASC ³ 8.i	MI Core Teaching Practice ⁴ 1. Leading a group discussion	SPA ⁵ CEC 5 CAEP K-6 Elem: 4.e	State ⁶ PK-3: P.1.d, e, f GRADES 3-6: P.1.d, e, f MS/HS: P.1.f				
16. Multiple Modes of Communication					Limit modes of communication (e.g., students only listen or write); or include communication strategies inappropriate to academic content	Attempt multiple modes of communication (e.g., reading and writing, listening and speaking and writing/drawing, speaking and viewing, etc.) that allow for students to experience or interact with academic content	Engage all students in multiple modes of communication (e.g., reading and writing, listening and speaking and writing/drawing, speaking and viewing, etc.) that allow for varying students' strengths in demonstrating their learning of academic content	Engage all students in multiple modes of communication (e.g., reading and writing, listening and speaking and writing/drawing, speaking and viewing, etc.) providing scaffolding as needed to diversify and strengthen students' skills in demonstrating their learning of academic content in multiple ways throughout the lesson
CAEP ² R1.3	InTASC ³ 8.h	MI Core Teaching Practice ⁴ NA	SPA ⁵ CEC 5	State ⁶ PK-3: P.1.j GRADES 3-6: P.1.j MS/HS: P.1.j				

¹ Based on Danielson Framework (2013)

² Council for the Accreditation of Educator Preparation 2022 Initial Standards (2020)

³ Interstate Teacher Assessment and Support Consortium (2013)

⁴ Michigan Core Teaching Practices (i.e., High-Leverage Teaching Practices)

⁵ Specialty Program Area standards: Council for Exceptional Children Initial Level Special Educator Preparation Standards (2012)

⁶ State standards: Standards for the Preparation of Teachers of Lower Elementary (2018), Upper Elementary (2018), and Middle/High School (2020)

Bold words demonstrate the difference in levels of rating.