UNIVERSITY OF PUERTO RICO AT CAYEY
CAYEY, PUERTO RICO

DEPARTMENT OF PEDAGOGY

RUBRIC FOR THE EVALUATION OF THE STUDENT TEACHING
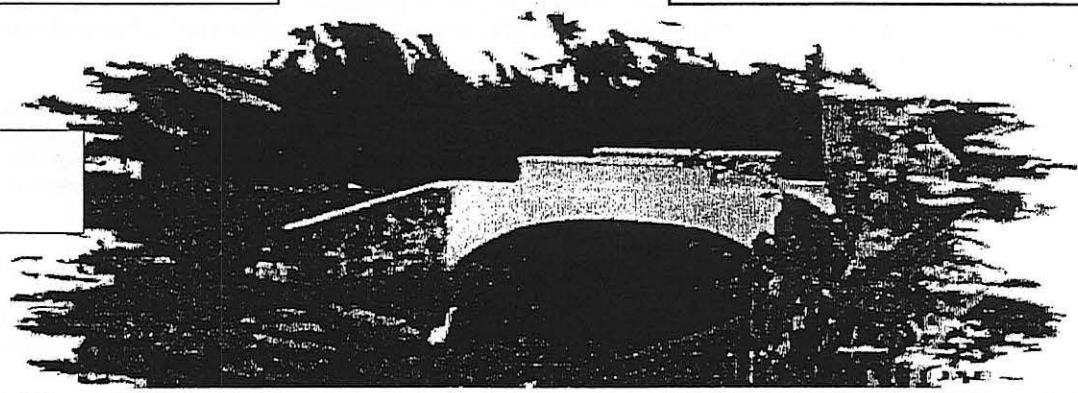# CLASSROOM VISITS ALIGNED WITH ACEI 2009-2013

Name of the School and Academic Semester:

Name of the Supervisor:

Subject Area

Name of the Cooperating Teacher:

Name of the Candidate:

RUBRIC FOR THE EVALUATION OF STUDENT TEACHING CLASSROOM VISITS

Introduction

Description of the Rubric for Student Teaching Classroom Visits and Protocol

The rubric for the evaluation of the teacher candidate known as the Student Teaching Classroom Visit for Clinical Practicum is the instrument used to evaluate the clinical experience. Each Candidate, Supervisor and Cooperative Teacher use the rubric from the perspective of each particular subject area. This instrument has specific spaces designated for the attributes of each standard using a scale with four gradations that run from 3-0: outstanding, acceptable, in progress, and unacceptable. It also has a blank space to annotate recommendations and/or observations. Professional competencies are measured with this instrument regarding areas of knowledge, skills, and dispositions demonstrated by the teacher candidates. To fulfill the intended goals of performance the candidate is exposed to 300 hours of clinical practice. During this time the supervisor conducts a minimum of three visits to the classroom.

During the first visit the rubric is used to guide the process of instructional exploration. This is considered a formative visit in which the sum of points is used to collect data regarding NCATE standards, and a grade is not assigned at this stage. Next, the teacher candidate prepares an instructional improvement plan coached by the cooperating teacher. The rubric may be filled throughout the observations in the class or annotations may be made during the process that later will be aligned with the indicators of accomplishment according to the scale. The whole process permits multiple discussions conducted by each Practicum Supervisor in accordance to the methodological particularities and specificities used in the field observed.

The second visit is the follow-up to the first one. In general, the same procedures are followed but this time the Supervisor assigns a grade for the candidate's performance in the classroom. In this visit the cooperating teacher and the teacher candidate carry out their own evaluations. The evaluation in turn is used by the supervisor as a concurrent indicator or to compare with of the candidate's personal assessment of performance. This is only done to examine and/or provide information for follow-up. It is important to state that this evaluation receives a score or grade, and is used to collect data that will be sent to the Office of Institutional Assessment for NCATE purposes.

The third and last visit is used for summative purposes. It is the second and third scores that are added and divided in order to assign the final grade following a specified formula to compute the scores. At this stage the teacher candidate, cooperating teacher, and supervisor do their evaluations and the results are discussed with the candidate. The final grade assigned to the teacher candidate is obtained considering the classroom visits and the Teacher Work Sample (TWS). The teacher practicum is considered a university course that follows the same principles, policies and structure of all courses offered at UPR-Cayey.

RUBRIC FOR THE EVALUATION OF THE STUDENT TEACHING CLASSROOM VISITS

KNOWLEDGE: (1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3rd VISIT summative	COMMENTS
1.	The concepts selected are in accordance with the level of difficulty of the grade and contribute to the zone of proximal development demonstrating mastery and use of the fundamental concepts and procedures of the discipline being taught. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2, 2.3,2.4.	The concepts selected are in accordance with the level of difficulty of the grade and contribute to the zone of proximal development demonstrating mastery and use of the fundamental concepts and procedures of the discipline being taught.	The majority of the concepts selected are at the level of difficulty of the grade and usually contribute to the zone of proximal development demonstrating partial mastery and use of the fundamental concepts and procedures of the discipline.	The concepts selected are somewhat at the level of difficulty of the grade and show some knowledge of the fundamental concepts of the subject area yet are rarely in accordance with the level of difficulty of the grade.	The concepts selected are below the level of difficulty of the grade and do not show mastery of the fundamental concepts and procedures the subject area.	Not observed				
2.	The concepts are presented in an accessible way to the student demonstrating mastery of the content. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2, 2.3,2.4.	All concepts are presented in an accessible way to the student demonstrating mastery of the content.	Most of the concepts are presented in an accessible way to the student demonstrating partial mastery of the content.	The concepts are rarely presented in an accessible way to the student demonstrating lack of mastery of the content.	The concepts are not presented in an accessible way to the student and does not demonstrate mastery of the content.	Not observed				
3.	Models and illustrates processes and principles specific to the subject area. Offers examples and counter-examples. Ace This section will be aligned with the specific standard according to the discipline 2.1,2.2, 2.3,2.4.	Always models and illustrates processes and principles specific to the subject area. Offers examples and counter-examples.	Frequently models and illustrates processes and principles specific to the subject area. Frequently, offers examples and counter-examples.	Sometimes models and illustrates processes and principles specific to the subject area. Occasionally offers examples and counter-examples.	Does not model and illustrate processes and principles specific to the subject area. Consequently does not offer examples and counter-examples.	Not observed				

KNOWLEDGE: (1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3rd VISIT summative	COMMENTS
4.	Questions reflect the different levels of thought. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2, 2.3,2.4.	Questions always reflect the different levels of thought.	Questions frequently reflect the different levels of thought.	Questions rarely reflect the different levels of thought.	Questions do not reflect the different levels of thought.	Not observed				
5.	Incorporates the standards or the goals of the subject area in the instructional process. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2, 2.3,2.4.	Incorporates the standards or goals of the subject area in the instructional process demonstrating mastery of the subject area being taught.	Partially incorporates the standards or the goals of the subject area in the instructional process demonstrating partial mastery of the subject area being taught.	Somewhat incorporates the standards or the goals of the subject area in the instructional process demonstrating lack of mastery of the subject area being taught.	Does not incorporate the standards or goals of the subject area in the instructional process demonstrating no mastery of the subject area being taught.	Not observed				
6.	Demonstrates knowing the profile of the students when addressing their differences being knowledgeable of the major concepts, principles, theories, and research related to development of children to construct learning opportunities of the subject area. Acei 1	Always demonstrates knowing the profile each student and addresses their differences being knowledgeable of the major concepts, principles, theories, and research related to development of children to construct learning opportunities of the subject area.	Frequently demonstrates knowing the profile of each student and usually addresses their differences.being partially knowledgeable of the major concepts, principles, theories, and research related to development of children to construct learning opportunities of the subject area.	Somewhat demonstrates knowing the profile of each student yet rarely addresses their differences demonstrating lack of knowledge of the major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual of the subject area. motivation.	Does not demonstrate knowing the profile of each student and does not address their differences in order to create opportunities for learning the subject area.	Not observed				

KNOWLEDGE: (1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH

	ATTRIBUTES OF THE COMPETENCY.	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3rd VISIT summative	COMMENTS
7.	Corrects the oral communication of the students in accordance with the methods of the subject area using both formal and informal approaches. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2,2.3,2.4.	Always corrects the oral communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Frequently corrects the oral communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Occasionally corrects the oral communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Does not correct the oral communication of the students demonstrating lack of knowledge of the methods of the subject area.	Not observed				
8	Corrects the written communication of the students in accordance with the methods of the subject area using both formal and informal approaches. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2,2.3,2.4..	Always corrects the written communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Frequently corrects the written communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Occasionally corrects the written communication of the students in accordance with the methods of the subject area using both formal and informal approaches.	Does not correct the written communication of the students demonstrating lack of knowledge of the methods of the subject area.	Not observed				
9.	Offers the students a variety of psychological reinforcements using knowledge and understanding of individual and group motivation. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2,2.3,2.4.	Always incorporates in the class a variety of psychological reinforcements using knowledge and understanding of individual and group motivation.	Sometimes incorporates in the class psychological reinforcements using knowledge and understanding of individual and group motivation	Occasionally incorporates in the class psychological reinforcements using knowledge and understanding of individual and group motivation..	Does not incorporate in the class psychological reinforcements denoting lack of knowledge in the subject area and of individual and group motivation.	Not observed				
10	Establishes an appropriate environment for teaching and learning, self motivation, and positive	Always establishes an appropriate environment for learning.	Sometimes establishes an appropriate environment for learning.	Occasionally establishes an appropriate environment for learning.	Does not provide an appropriate environment for learning.	Not observed				

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ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3rd VISIT summative	COMMENTS
social interaction that promotes the learning of the subject area.. Acei This section will be aligned with the specific standard according to the discipline 2.1,2.2,2.3,2.4..									
					SCORE				

(4) THE CANDIDATE KNOWS AND INTEGRATES CONCEPTS AND PARADIGMS OF HIS/HER SUBJECT AREA WITH OTHER SUBJECT AREAS; SUCH AS: SCIENCE, MATHEMATICS, SOCIAL SCIENCE AND THE HUMANITIES

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1.	Planning shows an effective knowledgeable integration of concepts, procedures, and applications from content areas to motivate elementary students, and build understanding Acei 3.1	The plan shows an effective knowledgeable integration of concepts, procedures, and applications from content areas to motivate elementary students, and build understanding	The plan shows partial effective integration of concepts, procedures, and applications from content areas to motivate elementary students, and build understanding	The plan scarily shows effective integration of concepts, procedures, and applications from content areas to motivate elementary students, and build understanding	The plan does not show effective of concepts, procedures, and applications from content areas to motivate elementary students, and build understanding	Not observed				
2.	Integrates, to their own understanding and skills, elements of art and movement such as the content, functions, and achievements of dance, music, theater, the several visual arts, human movement and physical activity into the learning experiences in the subject area taught. Acei 3.1	Always.integrates, to their own understanding and skills, elements of art and movement such as the content, functions, and achievements of dance, music, theater, the several visual arts, human movement and physical activity into the learning experiences in the subject area taught . Acei 2.7, 2.,5	Frequently Integrates, to their own understanding and skills, elements of art and movement such as the content, functions, and achievements of dance, music, theater, the several visual arts, human movement and physical activity into the learning experiences in the subject area taught. Acei 2.7, 2.,5	Sometimes Integrates, to their own understanding and skills, elements of art and movement such as the content, functions, and achievements of dance, music, theater, the several visual arts, human movement and physical activity into the learning experiences in the subject area taught. Acei 2.7, 2.,5	Does not integrate elements of art and movement as learning experiences in the subject area taught.	Not observed				
3.	The contents transcend the immediate and relate to life in and outside school encouraging the application of knowledge, skills, and ideas to real world issues such as health. ACEI 3.1	The contents transcend the immediate and relate to life in and outside school encouraging the application of knowledge, skills, and ideas to real world issues. Acei2.8	Occasionally the contents transcend the immediate and relate to life in and outside school encouraging the application of knowledge, skills, and ideas to real world issues.	Scarily and incidentally the contents transcends the immediate and relate to life in and outside school encouraging the application of knowledge, skills, and ideas to real world issues.	The content does not transcend the classroom and the candidate does not encourage the application of knowledge, skills, and ideas to real world issues.	Not observed				
					SCORE					

5) SKILLS : THE CANDIDATE MODELS EFFECTIVE VERBAL AND NON VERBAL COMMUNICATION SKILLS THAT PROMOTE ACTIVE LEARNING IN THE CLASSROOMS AND ACADEMIC ACHIEVEMENT

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1.	Uses an adequate tone of voice. Acei 3.5	Consistently uses an adequate tone of voice.	Frequently uses an adequate tone of voice.	Inconsistently uses an adequate tone of voice.	Does not use an adequate tone of voice.	Not observed				
2.	Uses non verbal communication to support the content, foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Acei 3.5	Consistently uses non verbal communication to support the content., foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Acei 3.5	Frequently uses non verbal communication to support the content, foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Acei 3.5.	Inconsistently uses non verbal communication to support the content., foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Acei 3.5	Does not use non verbal communication to support the content., foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Acei 3.5	Not observed				
3.	Makes use of the technical language belonging to the subject area in order to foster active inquiry, collaboration, and supportive interaction in the elementary classroom Acei 3.5	Always makes use of the language belonging to the subject area in order to foster active inquiry, collaboration, and supportive interaction in the elementary classroom Acei 3.5	Frequently makes use of the language of the subject area taught in order to foster active inquiry, collaboration, and supportive interaction in the elementary classroom Acei 3.5	Rarely makes use of the language of the subject area taught in order to foster active inquiry, collaboration, and supportive interaction in the elementary classroom Acei 3.5	Does not use the language belonging to the subject area denoting lack of knowledge and being unable to foster active inquiry, collaboration, and supportive interaction in the elementary classroom Acei 3.5	Not observed				
4.	Oral expression is clear, correct and precise. Acei 3.5	Oral expression is consistently clear, correct and precise.	Oral expression is frequently clear, correct and precise.	Oral expression is inconsistently clear, correct and precise.	Oral expression is not clear, correct and precise.	Not observed				
5.	Written expression is clear, correct and precise. Acei 3.5	Written expression is consistently clear, correct and precise.	Written expression is frequently clear, correct and precise.	Written expression is inconsistently clear, correct and precise.	Written expression is not clear, correct and precise.	Not observed				

5) SKILLS : THE CANDIDATE MODELS EFFECTIVE VERBAL AND NON VERBAL COMMUNICATION SKILLS THAT PROMOTE ACTIVE LEARNING IN THE CLASSROOMS AND ACADEMIC ACHIEVEMENT									
ATTRIBUTES OF THE COMPETENCY	**OUTSTANDING (3)**	**ACCEPTABLE (2)**	**IN PROGRESS (1)**	**UNACCEPTABLE (0)**	**N/A**	**1st VISIT** Exploratory	**2nd VISIT** Follow up	**3ra VISIT** Follow up	**COMMENTS**
6. Attitude promotes an interactive dialog. evidencing understanding and application of practices and behaviors that are characteristic of developing career teachers. Acei 3.5	Consistently promotes interactive dialog evidencing understanding and application of practices and behaviors that are characteristic of developing career teachers.	Frequently promotes interactive dialog evidencing understanding and application of practices and behaviors that are characteristic of developing career teachers.	Inconsistently promotes an interactive dialog evidencing understanding and application of practices and behaviors that are characteristic of developing career teachers..	Does not promote interactive dialog neither an understanding and application of practices and behaviors that are characteristic of developing career teachers.	Not observed				
7. Presents the content using different means that encourage elementary students' development of critical thinking, problem solving, and performance skills. Acei 3.3.	Consistently presents the content using different means that encourage elementary students' development of critical thinking, problem solving, and performance skills. Acei 3.3.	Frequently presents the content using different means that encourage elementary students' development of critical thinking, problem solving, and performance skills. Acei 3.3.	Inconsistently presents the content using different means that encourage elementary students' development of critical thinking, problem solving, and performance skills. Acei 3.3.	Does not present the content using different means neither encourages elementary students' development of critical thinking, problem solving, and performance skills. Acei 3.3..	Not observed				

(6) SKILLS: THE CANDIDATE KNOWS, UNDERSTANDS, RESPECTS AND RESPONDS TO DIVERSITY AND CREATES LEARNING ENVIRONMENTS THAT PROMOTE ACTIVE LEARNING OF THE STUDENTS, SOCIAL INTERACTION AND SELF-MOTIVATION.									
ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1. Uses the classroom space or physical facilities; walls, doors, and bleachers, as peripheral learning. Acei 3,1	Always uses the classroom space as learning resources for peripheral learning in accordance the subject area.	Frequently uses the classroom space as learning resources for peripheral learning in accordance the subject area.	Sometimes uses the classroom space as learning resources for peripheral learning in accordance the subject area.	Does not use the spaces as learning resources.	Not observed				
2. The social and communal contexts contexts that demonstrates that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community are present in the contents and in the learning spaces Acei 3.1.	Incorporates the social and communal contexts that demonstrates that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community consistently in the contents and in the learning spaces in a contextualized way	The social, cultural, communal and school contexts that demonstrates that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community are presented in the contents and in the learning spaces in an anecdotal way .	The social, cultural, communal and school contexts that demonstrates that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community are inconsistently incorporated in the contents and learning spaces in an anecdotal way.	The social, cultural, communal and school contexts that demonstrates that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community are not incorporated in the contents and in the learning spaces in any way.	Not observed				
3. Interacts with the school community and the external community fostering relationships with school colleagues and agencies in the larger community to support students' learning and well-being. Acei 5.2	Interacts with the school community and the external community consistently community fostering relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Sometimes interacts with the school community and the external community fostering relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Almost never interacts with the school community and the external community.	Does not interact with the school community and the external community.	Not observed				

(6) SKILLS: THE CANDIDATE KNOWS, UNDERSTANDS, RESPECTS AND RESPONDS TO DIVERSITY AND CREATES LEARNING ENVIRONMENTS THAT PROMOTE ACTIVE LEARNING OF THE STUDENTS, SOCIAL INTERACTION AND SELF-MOTIVATION.

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
4.	Appropriately serves Special Education population demonstrating understanding of how elementary students differ in their development and approaches to learning. Acei 3.2.	Consistently serves the Special Education population appropriately demonstrating understanding of how elementary students differ in their development and approaches to learning	Frequently serves the Special Education population appropriately demonstrating understanding of how elementary students differ in their development and approaches to learning.	Occasionally serves the Special Education population appropriately demonstrating understanding of how elementary students differ in their development and approaches to learning.	Does not appropriately serve the Special Education population.	Not observed				
5.	Discourse is free of prejudice and stereotypes. Acei 3.2	Consistently uses discourse free of prejudice and stereotypes.	Frequently uses discourse free of prejudice and stereotypes.	Occasionally uses discourse free of prejudice and stereotypes.	Rarely or never uses discourse free of prejudice and stereotypes denoting lack of cultural sensitivity.	Not observed				
						SCORE				

(7) SKILLS: THE CANDIDATE KNOWS AND CHOOSES THE ESSENTIAL ELEMENTS OF THE INSTRUCTIONAL DESIGN AND IMPLEMENTS A VARIETY DE TEACHING STRATEGIES AND TECHNOLOGY THAT SATISFY THE NEEDS OF THE STUDENTS AND PROMOTE LEARNING AND UNDERSTANDING.

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1.	Planning demonstrates assertive academic preparation . Acei 3.1	Planning demonstrates assertive academic preparation and a strong number of additional searches and consultations on areas such as learning theory and subject matter.	Planning demonstrates preparation, and various additional searches and consultations on areas such as learning theory and subject matter.	Planning demonstrates meager academic preparation, and two additional searches and consultations on areas such as learning theory and subject matter.	Planning demonstrates weak academic preparation and no additional searches and consultations included.	Not observed				
2.	The structure of the plan is in accordance with the established parameters and is aligned with the standards and goals for excellence of the teaching program of the area taught. Acei 3.1	The structure of the plan is consistently in accordance with the established parameters, is aligned with the standards and goals for excellence of the teaching program of the area taught .	The structure of the plan is in accordance with the established parameters, is aligned with the standards and goals for excellence of the teaching program of the area taught, but lacks precision.	The structure of the plan is inconsistent with the established parameters and the standards and goals for excellence of teaching program of the area taught.	The structure of the plan is not in accordance with the established parameters and is not aligned with the standards and goals for excellence of the teaching program of the area taught.	Not observed				
3.	The learning resources are diverse and support learning Acei 3.1.	The learning resources are consistently diverse and support learning.	The learning resources are usually diverse and support learning.	The learning resources are occasionally diverse and support learning.	The learning resources are not diverse or support learning.	Not observed				
4.	Uses with understanding specific methodologies that possess a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills in the subject area . Acei 3..3	Consistently uses with understanding specific methodologies that possess a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills in the subject area .	Frequently uses with understanding specific methodologies that possess a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills in the subject area .	Occasionally uses with understanding specific methodologies that possess a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills in the subject area .	Does not use methodologies specific for the subject area.	Not observed				
5.	Promotes teamwork. Acei 3.4	Consistently promotes teamwork.	Frequently promotes teamwork.	Occasionally promotes teamwork.	Does not promote teamwork.	Not observed				
6.	Uses organizing principles for a class such as: creative introduction, activating prior knowledge,-development, application and reflective	Consistently uses organizing principles for a class, such as: creative introduction, activating prior	Frequently uses organizing principles for a class, such as: creative introduction, activating prior	Is inconsistent in using organizing principles for a class, such as: creative introduction, activating prior	Does not use organizing principles for a class, such as: creative introduction, activating prior knowledge;	Not observed				

(7) SKILLS: THE CANDIDATE KNOWS AND CHOOSES THE ESSENTIAL ELEMENTS OF THE INSTRUCTIONAL DESIGN AND IMPLEMENTS A VARIETY DE TEACHING STRATEGIES AND TECHNOLOGY THAT SATISFY THE NEEDS OF THE STUDENTS AND PROMOTE LEARNING AND UNDERSTANDING.									
ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
closing conclusion applying practices and behaviors that are characteristic of developing career teachers.Acei 3.1	knowledge, development, application and reflective closing that contribute to the adequate rhythm and flow of the process that demonstrate practices and behaviors that are characteristic of developing career teachers..	knowledge, development, application and reflective closing-but lacks harmony among the parts.	knowledge, development, application and reflective closing.	development, application and reflective closing.					
7. Appropriately distributes time demonstrating practices and behaviors that are characteristic of developing career teachers.Acei 3.1	Appropriately distributes time for each part, as warranted demonstrating practices and behaviors that are characteristic of developing career teachers.	Frequently distributes time properly for each part, as warranted demonstrating practices and behaviors that are characteristic of developing career teachers.	Inconsistently distributes time properly for each part, as warranted.	Does not appropriately distribute time.	Not observed				
				SCORE					

(8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1.	Assessment-is continuous and evident. throughout the class Acei 4	Assessment is continuous and evident. throughout the class for the techniques used, as well as for the reflection.	The assessment is usually continuous and frequently evident throughout the class.	The assessment is occasionally integrated throughout the class.	The assessment is not continuous and evident throughout the class.	Not observed				
2.	There is evidence of planning in accordance with prior reflections using assessments of students' interests, strengths and of the contents of the subject area. Acei 4	Consistently there is evidence of planning in accordance with prior reflections using assessments of students' interests, strengths and of the contents of the subject area.	Sometimes there is evidence of planning in accordance with prior reflections using assessments of students' interests, strengths and of the contents of the subject area.	Almost never is there evidence of planning in accordance with prior reflections.	The planning is not fed back by prior reflections about the process.	Not observed				
3.	Uses a multiplicity of formal and informal assessment techniques and learning experiences for monitoring and judging the performance of the students reflecting the interests, intelligences, contents of the subject area and learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student Acei 4	Uses consistently and effectively a multiplicity of formal and informal assessment strategies in accordance with the interests, intelligences, contents of the subject area and learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and	Frequently uses effectively a multiplicity of formal and informal assessment strategies in accordance with the interests, intelligences, contents of the subject area and learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and	Sometimes uses a multiplicity of formal and informal assessment strategies in accordance with the interests, intelligences, contents of the subject area and learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development	Rarely or never uses a multiplicity of formal and informal assessment strategies in accordance with the interests, intelligences, contents of the subject area and learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development	Not observed				

(8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.

ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
	physical development of each elementary student	physical development of each elementary student	of each elementary student	of each elementary student					
4. Uses assessment techniques in accordance with the different activities. Acei 4	Consistently uses assessment techniques in accordance with the different activities.	Frequently uses assessment techniques in accordance with the different activities.	Inconsistently uses assessment techniques in accordance with the different activities.	Rarely or never uses assessment techniques in accordance with the different activities.	Not observed				
5. The grades are assigned by the appropriate procedures, such as: the formative or summative instances the grading systems selected by the school or the state, and the indicator (the grade) assigned to the information gathered during the process. Acei 4	The grades are consistently assigned by the appropriate procedures.	The grades are frequently assigned by the appropriate procedures.	The grades are inconsistently assigned by the appropriate procedures.	Rarely or never assigns grades that are consistently assigned by the appropriate procedures.	Not observed				
6. The tests are characterized by appropriate items: provide for different levels of depth and are organized from the general to the specific. Acei 4	The tests are consistently characterized by appropriate items.	The tests are frequently characterized by appropriate items.	The tests are sometimes characterized by appropriate items.	The tests are not characterized by appropriate items.	Not observed				
7. The tests constructed take into consideration the time needed to answer them. demonstrating adequate	The tests constructed consistently take into consideration the	The tests constructed frequently take into consideration the time needed to	The tests constructed occasionally take into consideration the time needed to	The tests constructed do not take into consideration the time needed to	Not observed				

(8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
	use of formal assessments . Acei 4.	time needed to answer them demonstrating adequate use of formal assessments .	answer them demonstrating partial adequate use of formal assessments .	answer them.	answer them.					
8.	The tests have clear instructions, precisely written and require no additional explanation demonstrating adequate use of formal assessments . Acei 4. .	The tests consistently have clear instructions, are precisely written and require no additional explanation demonstrating adequate use of formal assessments .	The tests frequently have clear instructions, are precisely written and require no additional explanation demonstrating partial adequate use of formal assessments	The tests occasionally have clear instructions, are precisely written and require no additional explanation.	The tests have ambiguous and/or unclear instructions.	Not observed				
9.	Carries out post test analysis: tabulates and does a graphic analysis of at least one test, writes a brief report of his/her analysis with adequate interpretations considering the effects of their professional decisions and actions on students Acei 4	Consistently carries out post test analysis considering the effects of their professional decisions and actions on students	Frequently carries out post test analysis considering the effects of their professional decisions and actions on students	Occasionally carries out post test analysis interpretations considering the effects of their professional decisions and actions on students	Does not carry out post test analysis	Not observed				
					Score					

(10) DISPOSITIONS: THE CANDIDATE DEVELOPS PRIDE IN HIS/HER PROFESION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY									

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
1.	The candidate facilitates that the process of the pre and post visit interview to be adequate and useful one Acei 5.2	The candidate effectively facilitates the process of the pre and post visit interview to be an adequate and useful one.	The candidate partially facilitates an effective process of the pre and post visit interview to be an adequate and useful one.	The candidate intuitively facilitates the process of the pre and post visit interview resulting in partial adequacy and usefulness of the interview.	The candidate does not facilitate that the process of the pre and post visit interview to be an adequate and useful one.	Not observed				
2.	Plans for improvement attest the acceptance of recommendations and their implementation. based on a reflection of practices and on the results of decisions and actions on students and parents. Acei 5.1	Plans for improvement consistently attest the acceptance of recommendations and their implementation based on a reflection of practices and on the results of decisions and actions on students and parents.	Plans for improvement frequently attest the acceptance of recommendations and their implementation based on a reflection of practices and on the results of decisions and actions on students and parents.	Plans for improvement occasionally attest the acceptance of recommendations and their implementation.	Do not present plan for improvement or plan for improvement barely or do not attest the acceptance of recommendations and their implementation.	Not observed				
3.	Shows evidence of the search for additional information about the contents or the methodologies in the resources available for professional learning Acei 5.2.	Consistently shows evidence of the search for additional information about the contents or the methodologies in the resources available for professional learning.	Frequently shows evidence of the search for additional information about the contents or the methodologies in the resources available for professional learning.	Inconsistently and/or incidentally shows evidence of the search for additional information about the contents or the methodologies in the resources available for professional learning.	Does not show evidence of the search for additional information about the contents or the methodologies.	Not observed				
4.	Is constant in projecting his/her performance in school, according to the	Consistently projects his/her performance in school in	Frequently projects his/her performance in school in	Occasionally projects his/her performance in school in	Does not project performance in school in accordance	Not observed				

(10) DISPOSITIONS: THE CANDIDATE DEVELOPS PRIDE IN HIS/HER PROFESION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY									
ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
ethics of his/her profession showing understanding of the impact of professional decisions and actions on students, parents, and other professionals in the learning community. Acei 5.2.	accordance to the ethics of the profession showing understanding of the impact of professional decisions and actions on students, parents, and other professionals in the learning community.	accordance to the ethics of the profession showing understanding of the impact of professional decisions and actions on students, parents, and other professionals in the learning community.	accordance to the ethics of the profession showing understanding of the impact of professional decisions and actions on students, parents, and other professionals in the learning community.	to the ethics of the profession.					
				SCORE					

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
5.	Shows responsibility and - appropriately develops the administrative processes of the classroom such as: attendance, grade books, following institutional rules and processes as a behavior of developing career teachers. Acei 5.1.	Consistently shows responsibility and - appropriately develops the administrative processes of the classroom such as: attendance, grade books, following institutional rules and processes as a behavior of developing career teachers.	Frequently shows responsibility and - appropriately develops the administrative processes of the classroom such as: attendance, grade books, following institutional rules and processes as a behavior of developing career teachers.	Occasionally shows responsibility and - appropriately develops the administrative processes of the classroom such as: attendance, grade books, following institutional rules and processes as a behavior of developing career teachers.	Does not show responsibility nor appropriately develops the administrative processes of the classroom such as: attendance, grade books, following institutional rules and processes,	Not observed				
6.	Displays responsibility when facilitating the care of property, and maintains materials, implements and resources available as a behavior of developing career teachers. Acei 5.2.	Consistently displays responsibility when facilitating the care of property, and maintains materials, implements and resources available as a behavior of developing career teachers.	Frequently displays responsibility when facilitating the care of property, and maintains materials, implements and resources available as a behavior of developing career teachers.	Occasionally displays responsibility when facilitating the care of property, and maintains materials, implements and resources available as a behavior of developing career teachers.	Does not display responsibility when facilitating the care of property, and maintains materials, implements and resources available.					
7..	Evidences the ability to organize by keeping documents up-to-date.(roll book, students' anecdotic record, professional notebook) as a behavior of developing career teachers. Acei 5.1.	Consistently evidences the ability to organize by keeping documents up-to-date as a behavior of developing career teachers.	Usually evidences the ability to organize by partially keeping documents up to date as a behavior of developing career teachers.	Sometimes evidences the ability to organize by keeping documents partially up to date as a behavior of developing career teachers.	Does not evidence the ability to organize or keep documents up to date.	Not observed				

	ATTRIBUTES OF THE COMPETENCY	OUTSTANDING (3)	ACCEPTABLE (2)	IN PROGRESS (1)	UNACCEPTABLE (0)	N/A	1st VISIT Exploratory	2nd VISIT Follow up	3ra VISIT Follow up	COMMENTS
		Acei 5.1		Acei 5.1						
8.	Physical appearance (dress codes) is in accordance to the professional standards as a behavior of developing career teachers. Acei 5.1.	Physical appearance (dress codes) is consistently in accordance to the professional standards as a behavior of developing career teachers.	Physical appearance (dress codes) is frequently in accordance to the professional standards as a behavior of developing career teachers.	Physical appearance (dress codes) is usually in accordance to the professional standards as a behavior of developing career teachers.	Physical appearance (dress codes) is not in accordance to the professional standards.					
					SCORE					