



Stony Brook University

Professional Education Program

Teacher Candidate Professional Development Form (TCPDF) Scoring Rubric for Faculty

The Teacher Candidate:

TCPDF Item #	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TCPDF #1 (KNOWLEDGE & PERFORMANCE) <u>Learner Development:</u> Understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<p><i>does not</i> demonstrate knowledge of more than one pattern of learning and is unable to design challenging, engaging learning experiences for all students.</p> <p><i>does not</i> understand how to build on students' strengths and needs or to link new ideas to familiar ones.</p> <p><i>does not</i> demonstrate awareness of research in learner development.</p>	<p><i>occasionally</i> demonstrates knowledge of more than one pattern of learning and occasionally designs challenging, engaging, learning experiences for all students.</p> <p><i>occasionally</i> shows understanding of how to build on students' strengths and needs or to link new ideas to familiar ones but needs much assistance in doing so.</p> <p><i>occasionally</i> demonstrates some awareness of research in learner development.</p>	<p><i>frequently</i> demonstrates knowledge of more than one pattern of learning and frequently designs challenging, engaging learning experiences for all students.</p> <p><i>frequently</i> shows understanding of how to build on students' strengths and needs or to link new ideas to familiar ones.</p> <p>demonstrates <i>clear</i> awareness of research in learner development.</p>	<p><i>consistently</i> demonstrates in-depth knowledge of different patterns of learning and development and consistently designs challenging, engaging learning experiences for all students.</p> <p><i>consistently</i> demonstrates understanding of how to build on students' strengths and needs and to link new ideas to familiar ones.</p> <p>demonstrates <i>superior</i> awareness of research in learner development, and he or she takes advantage of opportunities to learn more.</p>

<p>The Learner and Learning TCPDF # 2 (DISPOSITION) <u>Learning Difference:</u> Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>does not understand how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.</p> <p>does not use differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.</p> <p>does not connect instruction to students' prior knowledge and experiences and places little value on students' individual differences, cultural and community diversity.</p>	<p>has some understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.</p> <p>occasionally uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.</p> <p>occasionally connects instruction to students' prior knowledge and experiences and infrequently values students' individual differences, cultural and community diversity.</p>	<p>demonstrates clear understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.</p> <p>frequently uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.</p> <p>frequently connects instruction to students' prior knowledge and experiences and values students' individual differences, cultural and community diversity.</p>	<p>demonstrates superior understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.</p> <p>consistently uses differentiated instructional approaches to address students' academic, linguistic, social and cultural backgrounds.</p> <p>consistently connects instruction to students' prior knowledge and experiences and strongly values students' individual differences, cultural and community diversity.</p>
<p>The Learner and Learning TCPDF #3 (DISPOSITION) <u>Learning Environments:</u> Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>rarely or never works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and increase their own learning; or is negative or unprofessional in interactions with students, colleagues, or community members.</p>	<p>occasionally works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and increase their own learning, and is positive or professional in interactions with students, colleagues, or community members.</p>	<p>frequently works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and increase their own learning, and is positive or professional in interactions with students, colleagues, or community members.</p>	<p>consistently works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and increase their own learning, and is positive or professional in interactions with students, colleagues, or community members.</p>

<p>Content Knowledge TCPDF #4 (KNOWLEDGE) <u>Content Knowledge:</u> Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>produces course work, projects, teaching, or plans that do not show knowledge of the discipline and that do not make knowledge accessible or meaningful for learners.</p> <p>does not relate discipline to other subject areas.</p>	<p>produces course work, projects, teaching, or plans that show some knowledge of the discipline and that occasionally make knowledge accessible or meaningful for learners.</p> <p>occasionally relates discipline to other subject areas.</p>	<p>produces course work, projects, teaching, or plans that show clear knowledge of the discipline and that frequently make knowledge accessible or meaningful for learners.</p> <p>frequently relates discipline to other subject areas and/or takes initiative to deepen knowledge in this regard.</p>	<p>produces course work, projects, teaching, or plans that show a superior knowledge of the discipline and that consistently make knowledge accessible for learners.</p> <p>consistently relates discipline to other subject areas and takes initiative to deepen knowledge in this regard.</p>
<p>Content Knowledge TCPDF #5 (KNOWLEDGE & PERFORMANCE) <u>Application of Content:</u> Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>has little understanding of critical thinking processes; does not employ high-level questioning; does not explore the complexities of the instructional content.</p> <p>does not understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and does not weave these themes into meaningful learning experiences.</p> <p>rarely uses authentic assessment to apply content knowledge to real-world problems.</p> <p>does not incorporate learner literacy development in the content area.</p>	<p>has some understanding of critical thinking processes; occasionally employs high-level questioning; occasionally explores the complexities of the instructional content.</p> <p>has some understanding of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and occasionally weaves these themes into meaningful learning experiences.</p> <p>sometimes uses authentic assessment to apply content knowledge to real-world problems.</p> <p>occasionally incorporates learner literacy development in the content area.</p>	<p>has a clear understanding of critical thinking processes ; frequently employs high-level questioning and frequently explores the complexities of the instructional content.</p> <p>has a clear understanding of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and frequently weaves these themes into meaningful learning experiences.</p> <p>frequently uses authentic assessment to apply content knowledge to real-world problems.</p> <p>frequently incorporates learner literacy development in the content area.</p>	<p>has a superior understanding critical thinking processes; consistently employs high-level questioning and consistently explores the complexities of the instructional content.</p> <p>has a superior understanding of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and consistently weaves these themes into meaningful learning experiences.</p> <p>consistently uses authentic assessment to apply content knowledge to real-world problems.</p> <p>consistently incorporates learner literacy development in the content area.</p>

	<p><i>does not</i> use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p><i>rarely</i> relates the discipline to local and global issues.</p>	<p><i>occasionally</i> uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p><i>sometimes</i> relates the discipline to local and global issues.</p>	<p><i>frequently</i> uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p><i>frequently</i> relates the discipline to local and global issues.</p>	<p><i>consistently</i> uses digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p><i>consistently</i> relates the discipline to local and global issues.</p>
<p>Instructional Practice TCPDF #6 (KNOWLEDGE & PERFORMANCE) <u>Assessment:</u> Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.</p>	<p><i>rarely</i> assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development.</p> <p>has <i>little</i> understanding of both the different types and multiple purposes of assessment and <i>does not</i> design, adapt or select appropriate assessments to address specific learning goals and individual differences.</p> <p><i>rarely</i> supports students' metacognition by engaging students in the assessment process and <i>does not</i> encourage them to review their own progress and learning.</p>	<p><i>sometimes</i> assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development.</p> <p>has <i>some</i> understanding of both the different types and multiple purposes of assessment and <i>is sometimes able</i> to design, adapt or select appropriate assessments to address specific learning goals and individual differences.</p> <p><i>occasionally</i> supports students' metacognition by engaging students in the assessment process and <i>occasionally</i> encourages them to review their own progress and learning.</p>	<p><i>frequently</i> assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development.</p> <p>has a <i>clear</i> understanding of both the different types and multiple purposes of assessment and <i>is frequently able</i> to design, adapt or select appropriate assessments to address specific learning goals and individual differences.</p> <p><i>frequently</i> supports students' metacognition by engaging students in the assessment process and <i>frequently</i> encourages them to review their own progress and learning.</p>	<p><i>consistently</i> assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development.</p> <p>has a <i>superior</i> understanding of both the different types and multiple purposes of assessment and <i>is consistently able</i> to design, adapt or select appropriate assessments to address specific learning goals and individual differences.</p> <p><i>consistently</i> supports students' metacognition by engaging students in the assessment process and <i>consistently</i> encourages them to review their own progress and learning.</p>
<p>Instructional Practice TCPDF #7 (PERFORMANCE) <u>Planning for Instruction:</u></p>	<p>designs lessons that demonstrate <i>little</i> knowledge of content, content</p>	<p>designs lessons that demonstrate <i>some</i> knowledge of content, content standards,</p>	<p>designs lessons that demonstrate <i>clear</i> knowledge of content, content standards,</p>	<p>designs lessons that demonstrate <i>superior</i> knowledge of content,</p>

<p>Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context.</p>	<p>standards, and the curriculum.</p> <p>plans show <i>little</i> knowledge of instructional strategies, resources, and technological tools.</p> <p><i>does not apply</i> instructional strategies effectively to meet diverse learning needs.</p> <p>demonstrates a <i>poor</i> understanding of learning theory, human development, and cultural diversity.</p> <p><i>does not</i> establish short- and long-term goals.</p> <p><i>does not</i> plan for learners' individual differences.</p> <p><i>does not</i> access resources and collaborate with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).</p>	<p>and the curriculum.</p> <p>plans show <i>some</i> knowledge of instructional strategies, resources, and technological tools.</p> <p><i>occasionally applies</i> instructional strategies effectively to meet diverse learning needs.</p> <p>demonstrates <i>some</i> understanding of learning theory, human development, cultural diversity, and individual differences.</p> <p><i>sometimes</i> establishes short- and long-term goals.</p> <p><i>sometimes</i> plans for learners' individual differences.</p> <p><i>sometimes</i> accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).</p>	<p>and the curriculum.</p> <p>plans show <i>clear</i> knowledge of instructional strategies, resources, and technological tools.</p> <p><i>frequently</i> applies instructional strategies effectively to meet diverse learning needs.</p> <p>demonstrates a <i>clear</i> understanding of learning theory, human development, cultural diversity, and individual differences.</p> <p><i>frequently</i> establishes short- and long-term goals.</p> <p><i>frequently</i> plans for learners' individual differences and interests.</p> <p>frequently accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations) <i>and makes effective use of these resources. S/he participates in</i></p>	<p>content standards, and the curriculum.</p> <p>plans show <i>superior</i> knowledge of a <i>wide</i> range of instructional strategies, resources, and technological tools.</p> <p><i>consistently applies</i> instructional strategies effectively to meet diverse learning needs.</p> <p>demonstrates a <i>superior</i> understanding of learning theory, human development, cultural diversity, and individual differences.</p> <p><i>consistently</i> establishes <i>short-</i> and long-term goals <i>and consistently encourages higher-order thinking skills.</i></p> <p><i>consistently</i> plans for learners' individual differences and interests and uses student input for lessons.</p> <p><i>consistently</i> accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations). <i>Additionally, s/he may initiate and lead collegial</i></p>
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<p>Instructional Practice TCPDF #8 (PERFORMANCE) <u>Instructional Strategies:</u> Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</p>	<p>has <i>little</i> or <i>no</i> understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).</p> <p><i>does not</i> apply developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.</p> <p>questions <i>rarely</i> stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity.</p> <p><i>rarely</i> varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).</p> <p><i>does not</i> understand how to integrate nor employ technology and media in order to access, interpret, evaluate, and apply information.</p>	<p>has <i>some</i> understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).</p> <p>applies a <i>limited</i> range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.</p> <p>questions <i>sometimes</i> stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity.</p> <p><i>occasionally</i> varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).</p> <p><i>has a limited</i> understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.</p>	<p>has a <i>clear</i> understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).</p> <p>applies a <i>varied</i> range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.</p> <p>questions <i>frequently</i> stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.</p> <p><i>frequently</i> and appropriately varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).</p> <p>has a <i>clear</i> understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.</p>	<p>has a <i>superior</i> understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).</p> <p>applies a <i>wide</i> range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.</p> <p>questions <i>consistently</i> stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.</p> <p>consistently, appropriately, and creatively varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).</p> <p>has a <i>superior</i> understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.</p>

<p>Professional Responsibility TCPDF #9 (DISPOSITION) Professional Learning, Reflection and Ethical Practice: Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.</p>	<p>does not seek opportunities for professional growth and does not demonstrate understanding of professional standards, practices and educational policies and laws.</p> <p><i>does not</i> self-evaluate his/her practice, or use analysis and reflection to improve planning and instructional delivery.</p> <p>is not aware of the effects of his/her instructional practices on the students, families and professional community and is reluctant to adapt his/her practice to meet their needs.</p>	<p><i>occasionally</i> seeks opportunities for professional growth and <i>occasionally</i> demonstrate understanding of professional standards, practices and educational policies and laws.</p> <p><i>occasionally</i> self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.</p> <p>is <i>occasionally</i> aware of the effects of his/her instructional practices on the students, families and professional community and <i>occasionally</i> adapts his/her practice to meet their needs.</p>	<p><i>frequently</i> seeks opportunities for professional growth and <i>frequently</i> demonstrates understanding of professional standards, practices and educational policies and laws.</p> <p><i>frequently</i> self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.</p> <p>is <i>frequently</i> aware of the effects of his/her instructional practices on the students, families and professional community and adapts his/her practice to meet their needs.</p>	<p><i>consistently</i> seeks opportunities for professional growth <i>consistently</i> demonstrates understanding of professional standards, practices and educational policies and laws.</p> <p><i>consistently and effectively</i> self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.</p> <p>is <i>consistently</i> aware of the effects of his/her instructional practices on the students, families and professional community and <i>effectively</i> and creatively adapts his/her practice to meet their needs.</p>
<p>Professional Responsibility TCPDF #10 (KNOWLEDGE & PERFORMANCE) Collaboration and Leadership: Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.</p>	<p>does not pursue opportunities for leadership roles or professional learning and does not work collaboratively with other teachers and staff to advance professional practice.</p> <p>does not take responsibility for students' learning and there is no collaboration with learners, family, school and community members to enhance students' learning and his/her professional growth.</p>	<p><i>occasionally</i> pursues opportunities for leadership roles or professional learning and <i>occasionally</i> works collaboratively with other teachers and staff to advance professional practice.</p> <p><i>occasionally</i> takes responsibility for students' learning and <i>occasionally</i> collaborates with learners, family, school and community members to enhance students' learning and his/her professional</p>	<p><i>frequently</i> pursues opportunities for leadership roles or professional learning and <i>frequently</i> works collaboratively with other teachers and staff to advance professional practice.</p> <p><i>frequently</i> takes responsibility for students' learning and <i>frequently</i> collaborates with learners, family, school and community members to enhance students' learning and his/her professional growth.</p>	<p><i>consistently</i> pursues opportunities for leadership roles or professional learning and <i>consistently</i> works collaboratively with other teachers and staff to advance professional practice.</p> <p><i>consistently</i> takes responsibility for students' learning and <i>consistently</i> collaborates with learners, family, school and community members to enhance students' learning and professional growth.</p>

TCPDF # 11 (DISPOSITION) <u>Disposition Essay:</u> Develops an awareness of dispositions, their role, and their impact on the profession as demonstrated in the dispositions essays and/or other measures.	<i>does not show</i> knowledge and understanding of the impact of the NYSED, InTASC, and PEP dispositions on his/her profession as evidenced by the disposition essays and/or other measures in methods courses.	growth. shows <i>limited</i> knowledge and understanding of the impact of the NYSED, InTASC, and PEP dispositions on their profession as evidenced by the disposition essays and/or other measures in methods courses.	shows <i>clear</i> knowledge and understanding of the impact of the NYSED, InTASC, and PEP dispositions on their profession as evidenced by the disposition essays and/or other measures in methods courses.	shows <i>superior</i> knowledge and understanding of the impact of the NYSED, InTASC, and PEP dispositions on their profession as evidenced by the disposition essays and/or other measures in methods courses.
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