

Teacher Candidate Effectiveness Assessment (TCEA) Rubric

	1 - Unsatisfactory	2 - In Progress	3 - Proficient	4 - Exemplary
<p>Section 1:</p> <p>Contextual Factors</p> <p>1a. The teacher candidate understands the contextual factors of school, classroom and curricular, that influence learning and learners.</p>	<p>Descriptions of school, classroom and curricular contexts are at the surface level only, suggesting limited understanding of contextual factors impacting the learner.</p>	<p>School, classroom and curricular contextual descriptions vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some, but not all, contextual factors impacting the learner.</p>	<p>Descriptions of school, classroom and curricular contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner.</p>	<p>Descriptions of school, classroom and curricular contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner. Descriptions indicate how this knowledge will impact the candidate's teaching.</p>
<p>1b. The teacher candidate understands the contextual factors of social, political, families and community, that influence learning and learners.</p>	<p>Descriptions of social, political, families and community contexts are at the surface level only, suggesting limited understanding of contextual factors impacting the learner. The candidate does not indicate how the school takes into account English language learners (ELL) or cultural practices.</p>	<p>Social, political, families and community contextual descriptions vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some, but not all, contextual factors impacting the learner. The</p>	<p>Descriptions of social, political, families and community contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner. The candidate identifies a strategy that indicates how the school takes into account English language learners (ELL) or cultural practices and briefly describes the strategy.</p>	<p>Descriptions of social, political, families and community contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner. Descriptions indicate how this knowledge will impact the candidate's teaching. Candidate identifies specific means by which the school takes into account English language learners (ELL) and cultural practices. These strategies are thoroughly described.</p>

		candidate does not indicate how the school takes into account English language learners (ELL) or cultural practices.		
Section 2: Plan for Learning Environment 2a. The teacher candidate creates a management plan to facilitate a learning environment that promotes learning for all students. Management plan for facilitating a positive learning environment.	Plan contains only brief statements regarding the classroom environment and no management strategies to ensure establishment of this environment.	Plan contains a clear description of the classroom environment and some broad management strategies to ensure establishment of this environment	Plan clearly describes the learning environment and management strategies (rules, consequences, routines, etc) to ensure establishment of this environment	Plan clearly describes the learning environment, its values, relationships with other educators, and management strategies to ensure establishment of this environment
2b. Communication tool	Communication tool is not developed and available to students and/or parents.	Communication tool provides insufficient information and/or contains errors.	Communication tool contains sufficient information and is free from mechanical errors.	Communication tool contains sufficient information, is innovative in design and is eye catching and is free of mechanical errors.
Section 3: Beginning Diagnostic Assessment and Learning Objectives 3a. The teacher candidate develops and incorporates appropriate beginning diagnostic assessment strategies in order to	Beginning diagnostic assessment(s) does not address the learning objectives for the lesson. Table is not included.	Beginning diagnostic assessment(s) has questionable validity, calling into question the beginning student data and subsequent learning objectives. The	Beginning diagnostic assessment(s) is mostly appropriate yielding valid student data. Data is presented in a table that aligns data with learning objectives.	Beginning diagnostic assessment(s) is appropriate yielding valid student data for all learning objectives. Data is presented in an organized and informative table that aligns data with learning objectives.

<p>identify clear, appropriate, challenging, and varied learning outcomes based on his/her students, the contextual factors, and content standards.</p>		<p>data table does not align data with learning objectives.</p>		
<p>3b. Learning objectives</p>	<p>Learning objectives are inappropriate in light of the students, the context and the beginning assessment data.</p>	<p>Too few or too many learning objectives and/or some are not developmentally appropriate. Learning objectives are not related to Georgia Performance Standards.</p>	<p>Candidate states clear unit learning objectives most of which are developmentally appropriate, challenging, and are tied to Georgia Performance Standards</p>	<p>Candidate states clear unit learning objectives that are developmentally appropriate, challenging, and that are appropriate to the related Georgia Performance Standards.</p>
<p>Section 4: Design for Instruction</p> <p>4a. The teacher candidate designs a curriculum plan for specific learning objectives, student characteristics, and learning contexts, and considers individual learner characteristics in modifying the curriculum plan. Modifications for student with diverse needs.</p>	<p>The plan identifies few modifications that do not appear realistic given the diverse needs of the student(s).</p>	<p>Some modifications are identified but these do not have an impact on student learning objectives or goals for student achievement.</p>	<p>Modifications are mostly appropriate and include those related to student learning objectives and also those related to learning activities presented to students (i.e. the use of different teaching/learning strategies according to student needs).</p>	<p>Appropriate and effective modifications are identified in student learning objectives, learning activities, and assessment strategies (i.e. the use of alternative assessments according to student needs).</p>

4b. Detailed Original Lesson Plans with reflections	Lesson plans are included, though not all are in "acceptable" form.	Most lesson plans are acceptable but do not all contain reflections.	All lesson plans are acceptable, demonstrate appropriate practices and contain brief reflections.	All lesson plans are acceptable, demonstrate best practices, and contain detailed reflections documenting issues arising during a lesson and modifications made.
4c. Resources/materials	Resources are inappropriate or do not include technology and/or lesson plans do not contain a list of resources used in the lesson.	Appropriate resources are used in the unit including technology. Some lesson plans contain an incomplete list of resources with some pertinent documents attached (worksheets, power points, etc.).	A variety of developmentally appropriate resources are used in the unit including technology. Lesson plans contain a list of resources used in the lesson with all pertinent documents attached (worksheets, power points, etc.)	A variety of developmentally appropriate resources are used in the unit including technology. Each lesson plan provides a <u>complete</u> list of resources used in the lesson with all pertinent documents attached (worksheets, power points, etc.)
Section 5: Analysis of P-12 Student Learning 5a. The teacher candidate traces and analyzes student progress from beginning assessment through formative and summative assessment. Data display for the whole class and the selected student(s).	Data is not shown for the assessments and/or not aligned with learning objectives making it impossible to determine impact on student learning.	Data is displayed for one assessment in a table and/or a graphic representation that is aligned with learning objectives. Summative assessment(s) is inappropriate or not attached.	Data is displayed for beginning and summative assessments in a table and/or graphic representation that is aligned with learning objectives. Proficient summative assessment(s) is attached.	Data is displayed for beginning and summative assessments in a well organized table and/or graphic representation that is aligned with learning objectives. Students with diverse needs are identified. Exemplary summative assessment(s) is attached.
5b. Provide a narrative that interprets the data.	Analysis is superficial and draws conclusions that are	Limited analysis of learning related to learning	Critical analysis of whole class learning related to learning objectives, and	Critical analysis of whole class learning related to learning objectives, and selected student learning

	not supported by student data.	objectives is included. Interpretations are not supported by reference to student data.	selected student learning related to modifications is included. Interpretations are mostly supported by student data.	related to modifications is included. Interpretations are supported by references to student data.
<p>Section 6: Reflection and Self-Assessment</p> <p>The teacher candidate analyzes and critically reflects on his/her teaching in light of student learning in order to inform future instructional decisions and to improve his/her teaching practice. Reflective narrative</p>	Analysis is superficial and lacking in detail on student data	<p>Limited analysis of student data on:</p> <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching 	<p>Critical analysis of student data is mostly reflective in detail on:</p> <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching 	<p>Critical analysis of student data is reflective in detail on:</p> <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching
<p>Overall Development of TCEA</p>	TCEA Assignment contains over 30 distracting mechanical and/or visual errors (spelling, grammar, colors, font size, broken links, etc.) The TCEA makes a poor visual impact.	TCEA Assignment contains at least 20 mechanical and/or visual errors (spelling, grammar, colors, font size, broken links, etc.) The TCEA makes a minimal visual impact.	TCEA Assignment contains at least 10 distracting mechanical and/or visual errors (spelling, grammar, colors, font size, broken links, etc.) The TCEA makes a visual impact with limited support.	TCEA Assignment contains no distracting mechanical and/or visual errors (spelling, grammar, colors, font size, broken links, etc.) The ISL makes a visual impact that illustrates the effort involved in its completion.