



UNB Teaching Competency Evaluation

Student Name: _____

Student ID: _____

Assessment Date: _____

Completed By: _____

Placement Location: _____

Credentialed Person: _____

SELECT ONE	
Midterm:	Final:
___ Supervisor Evaluation	___ Supervisor Evaluation
___ Cooperating Teacher/CTE/DEAF Evaluation	___ Cooperating Teacher/CTE/DEAF Evaluation
___ Student Teacher Self Evaluation	___ Student Teacher Self Evaluation

INSTRUCTIONS

Directions: Fill in the bubble for the highest level of performance that the student meets/ exceeds.

Bullets – Levels of Competency in Meeting Standards (refer to Bullets Guide for detailed explanations of levels for each indicator)

0 – Unacceptable – Insufficient evidence provided to make a judgment

1 – Unacceptable – Performance is not acceptable

2 – Basic – Candidate demonstrates basic knowledge of related subject matter/content

3 – Developing – Candidate demonstrates ability related to applying relevant knowledge

4 – Proficient – Candidate has achieved sufficient proficiency (meeting knowledge) state as the [Target Level by completion of knowledge]

5 – Exemplary – Performance reflects that Candidate is effective in meeting the standard for all students

Indicator	Standard 1: Content Knowledge	Scoring/Level
1.1	Demonstrates knowledge of subject matter content and an ability to express related facts, concepts, and skills	0 1 2 3 4 5
1.2	Anticipates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals	0 1 2 3 4 5
1.3	Connects curriculum to other content areas and real life settings to promote retention and relevance	0 1 2 3 4 5
1.4	Designs instructional activities based on state content standards	0 1 2 3 4 5
1.5	Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	0 1 2 3 4 5

Comments:

Indicator	Standard 2: Teaching and Learning	Scoring/Level
2.1	Designs a classroom organization and management system built upon sound age appropriate expectations and research based strategies for promoting positive behavior	0 1 2 3 4 5
2.2	Creates a positive climate that promotes respect and responsibility	0 1 2 3 4 5
2.3	Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners	0 1 2 3 4 5
2.4	Develops challenging, standards based academic goals for each learner using knowledge of cognitive, social, and emotional development	0 1 2 3 4 5
2.5	Engages learners in developing and monitoring goals for their own learning and behavior	0 1 2 3 4 5
2.6	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	0 1 2 3 4 5
2.7	Creates learning activities that optimize each individual's growth and achievement within a supportive environment	0 1 2 3 4 5
2.8	Uses/formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction	0 1 2 3 4 5
2.9	Uses summative assessments to measure learner attainment of specific learning targets	0 1 2 3 4 5
2.10	Maximizes evidence and results of learning/performances to communicate progress	0 1 2 3 4 5
2.11	Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes	0 1 2 3 4 5

Uab Teaching Competency Evaluation Rubric Guide

Wenbin Ji



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