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| **JE Teacher Name:**  | **UTC ID#** | **Date:**  |
| **Rater Name:**  | **Rater Position:** | **Date:**  |
| Complete the following ratings based upon the JE teacher’s performance on a model lesson plan and classroom observation (TEAM evaluation), during the final semester of JE Induction.  |
| **UTC Job-Embedded Pathway Portfolio Assessment Rubric** |
| **Instructional Practices** | **Below Expectation** | **Above Expectation** |
| Instructional plans include, and account for, learners’ strengths, needs, and interests. | 1 | 2 | 3 | 4 | 5 |
| Instructional plans include learners’ interests, cultural and community assets to promote and motivate active engagement. | 1 | 2 | 3 | 4 | 5 |
| Instructional plans reflect teacher’s knowledge of students. Student work, activities, and materials are developmentally appropriate. | 1 | 2 | 3 | 4 | 5 |
| Instructional plans include the use of formative and/or summative data for informing instruction and assessing student learning. | 1 | 2 | 3 | 4 | 5 |
| **Exceptional Education** |  |  |  |  |  |
| Instructional plans align with learners’ IEP goal(s) and/or supporting objective(s), or | 1 | 2 | 3 | 4 | 5 |
| **General Education** |
| Instructional plans include accommodations, modifications, and/or differentiated instructional methods to support neurodiverse learners, and students with an IEP or 504 plan. |
| The teacher manages student behavior and has established a classroom environment conducive to learning.  | 1 | 2 | 3 | 4 | 5 |
| The teacher uses culturally inclusive practices and has established a respectful classroom culture.  | 1 | 2 | 3 | 4 | 5 |
| Instructional plans align with appropriate TDOE grade-level curriculum standard(s). | 1 | 2 | 3 | 4 | 5 |
| Instructional content is well presented, appropriately sequenced, and paced to support student engagement. | 1 | 2 | 3 | 4 | 5 |
| The teacher uses higher order thinking questions, and/or prompting, to guide student thinking and active engagement. | 1 | 2 | 3 | 4 | 5 |
| The teacher uses grouping strategies to structure student-to-student interactions and collaborative problem solving. | 1 | 2 | 3 | 4 | 5 |
| The teacher has demonstrated mastery of content knowledge. | 1 | 2 | 3 | 4 | 5 |
| The teacher uses praise statements, encouragement, and/or positive reinforcement to motivate learners and sustain student engagement. | 1 | 2 | 3 | 4 | 5 |
| The teacher provides consistent academic and corrective feedback to clarify expectations and acknowledge student learning. | 1 | 2 | 3 | 4 | 5 |
| Instructional practices are developmentally appropriate and align with research, and/or theory. | 1 | 2 | 3 | 4 | 5 |
| **Total Rubric Score:** |  |
| Significantly Below Expectation0-22 | Approaches Expectation23-37 | Meets Expectation38-52 | Exceeds Expectation53-67 | Significantly Exceeds Expectation68-75 |

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| **Teacher Summative Evaluation** |
| **Area of Reinforcement (Strength) NOTES:** |
| **Area of Refinement (Developmental) NOTES:** |
| **Teacher Professional Development Plan** |
| The JE teacher has a professional development plan with goals clearly aligned with school district expectations for the profession and licensure area. | Yes | No |
| **Select ONE of the following:** | **NOTES:** |
|  | Outstanding teacher; recommended for licensure completion |
|  | Satisfactory teacher; recommended for licensure completion |
|  | Recommended for licensure completion with reservation |
|  | Significant deficiencies documented; not recommended for licensure completion  |

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| **Signatures** | **Date** |
| Clinical Supervisor/UTC Instructor |  |  |
| JE Teacher |  |  |

6/19/24