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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 Expectation  0-22 | Approaches  Expectation  23-37 | Meets  Expectation  38-52 | | Exceeds  Expectation  53-67 | | | | Significantly Exceeds Expectation  68-75 | | |

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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