Distributed Teacher and Leader Education
Teacher Candidate Professional Development Form (TCPDF)
Scoring Rubric for Cooperating Teachers

In meeting TCPDF requirements, Stony Brook Teacher candidates should demonstrate knowledge of relevant state and national professional standards, including InTASC Standards, Common Core State Standards, disciplinary standards, and standards for dispositions and pedagogy. Teacher candidates' performance should reflect this knowledge.

The Teacher Candidate:

TCPDF Item #	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TCPDF #1 (KNOWLEDGE & PERFORMANCE) **_Learner Development:_** **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.**	*does not* demonstrate knowledge of more than one pattern of learning and is unable to design challenging, engaging learning experiences for all students.	*occasionally de*monstrates knowledge of more than one pattern of learning and occasionally designs challenging, engaging, learning experiences for all students.	*frequently* demonstrates knowledge of more than one pattern of learning and frequently designs challenging, engaging learning experiences for all students.	*consistently* demonstrates in-depth knowledge of different patterns of learning and development and consistently designs challenging, engaging learning experiences for all students.
	does not understand how to build on students' strengths and needs or to link new ideas to familiar ones.	*occasionally* 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.	*frequently* shows understanding of how to build on students' strengths and needs or to link new ideas to familiar ones.	*consistently* demonstrates understanding of how to build on students' strengths and needs and to link new ideas to familiar ones.
	does not demonstrate awareness of research in learner development.	*occasionally* demonstrates some awareness of research in learner development.	demonstrates *clear* awareness of research in learner development.	demonstrates *superior* awareness of research in learner development, and he or she takes advantage of opportunities to learn more.
The Learner and Learning TCPDF # 2 (DISPOSITION) **_Learning Difference:_** **Uses understanding of individual differences and diverse cultures and**	does not understand how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.	has *some* understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.	demonstrates *clear* understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs.	demonstrates *superior* understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse

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				learning strengths and needs.
communities to ensure inclusive learning environments that enable each learner to meet high standards.	**does not** use differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.	*occasionally* uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.	*frequently* uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds.	*consistently* uses differentiated instructional approaches to address students' academic, linguistic, social and cultural backgrounds.
	does not connect instruction to students' prior knowledge and experiences and places little value on students' individual differences, cultural and community diversity.	*occasionally* connects instruction to students' prior knowledge and experiences and infrequently values students' individual differences, cultural and community diversity.	*frequently* connects instruction to students' prior knowledge and experiences and *values* students' individual differences, cultural and community diversity.	*consistently* connects instruction to students' prior knowledge and experiences and *strongly values* students' individual differences, cultural and community diversity.
The Learner and Learning TCPDF #3 (DISPOSITION) *Learning Environments:* **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.**	*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.	*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.	*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.	*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.

Content Knowledge TCPDF #4 (KNOWLEDGE) *Content Knowledge:* **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.**	produces course work, projects, teaching, or plans that do not show knowledge of the discipline (including relevant disciplinary standards (including Common Core State Standards)) and that *do not* make knowledge accessible or meaningful for learners. *does not* relate discipline to other subject areas.	produces course work, projects, teaching, or plans that show *some* knowledge of the discipline (including relevant disciplinary standards (including Common Core State Standards)) and that *occasionally* make knowledge accessible or meaningful for learners. *occasionally* relates discipline to other subject areas.	produces course work, projects, teaching, or plans that show *clear* knowledge of the discipline (including relevant disciplinary standards (including Common Core State Standards)) and that *frequently* make knowledge accessible or meaningful for learners. *frequently* relates discipline to other subject areas and/or takes initiative to deepen knowledge in this regard.	produces course work, projects, teaching, or plans that show a *superior* knowledge of the discipline (including relevant disciplinary standards (including Common Core State Standards)) and that *consistently* make knowledge accessible for learners. *consistently* relates discipline to other subject areas and takes initiative to deepen knowledge in this regard.
Content Knowledge TCPDF #5 (KNOWLEDGE & PERFORMANCE) *Application of Content:* **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.**	*has little* understanding of critical thinking processes; *does not* employ high-level questioning; *does not* explore the complexities of the instructional content. *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. *rarely* uses authentic assessment to apply content knowledge to real-world problems. *does not* incorporate learner literacy development in the content area.	has *some* understanding of critical thinking processes; *occasionally* employs high-level questioning; occasionally explores the complexities of the instructional content. 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. *sometimes* uses authentic assessment to apply content knowledge to real-world problems. *occasionally* incorporates learner literacy development in the content area.	has a *clear* understanding of critical thinking processes ; *frequently* employs high-level questioning and *frequently* explores the complexities of the instructional content. 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. *frequently* uses authentic assessment to apply content knowledge to real-world problems. *frequently* incorporates learner literacy development in the content area.	has a *superior* understanding critical thinking processes; *consistently* employs high-level questioning and *consistently* explores the complexities of the instructional content. 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. *consistently* uses authentic assessment to apply content knowledge to real-world problems. *consistently* incorporates learner literacy development in the content area.

	does not use digital and interactive technologies for efficiently and effectively achieving specific learning goals. *rarely* relates the discipline to local and global issues.	*occasionally* uses digital and interactive technologies for efficiently and effectively achieving specific learning goals. *sometimes* relates the discipline to local and global issues.	*frequently* uses digital and interactive technologies for efficiently and effectively achieving specific learning goals. *frequently* relates the discipline to local and global issues.	*consistently* uses digital and interactive technologies for efficiently and effectively achieving specific learning goals. *consistently* relates the discipline to local and global issues.
Instructional Practice TCPDF #6 (KNOWLEDGE & PERFORMANCE) *Assessment:* **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.** .	*rarely* assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has *little* understanding of both the different types and multiple purposes of assessment and *does not* design, adapt or select appropriate assessments to address specific learning goals and individual differences. *rarely* supports students' metacognition by engaging students in the assessment process and *does not* encourage them to review their own progress and learning.	*sometimes* assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has *some* understanding of both the different types and multiple purposes of assessment and *is sometimes able* to design, adapt or select appropriate assessments to address specific learning goals and individual differences. *occasionally* supports students' metacognition by engaging students in the assessment process and *occasionally* encourages them to review their own progress and learning.	*frequently* assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has a *clear* understanding of both the different types and multiple purposes of assessment and *is frequently able* to design, adapt or select appropriate assessments to address specific learning goals and individual differences. *frequently* supports students' metacognition by engaging students in the assessment process and *frequently* encourages them to review their own progress and learning.	*consistently* assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has a *superior* understanding of both the different types and multiple purposes of assessment and *is consistently able* to design, adapt or select appropriate assessments to address specific learning goals and individual differences. *consistently* supports students' metacognition by engaging students in the assessment process and *consistently* encourages them to review their own progress and learning.
Instructional Practice TCPDF #7 (PERFORMANCE) *Planning for Instruction:* **Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of**	designs lessons that demonstrate little knowledge of content, content standards (including relevant disciplinary standards (including Common Core State Standards)), and the	designs lessons that demonstrate some knowledge of content, content standards (including relevant disciplinary standards (including Common Core State Standards)), and the	designs lessons that demonstrate clear knowledge of content, content standards (including relevant disciplinary standards (including Common Core State Standards)), and the curriculum.	designs lessons that demonstrate superior knowledge of content, content standards (including relevant disciplinary standards (including Common Core State

content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context.	curriculum.	curriculum.		Standards)), and the curriculum.
	plans show little knowledge of instructional strategies, resources, and technological tools.	plans show some knowledge instructional strategies, resources, and technological tools.	plans show clear knowledge of instructional strategies, resources, and technological tools.	plans show superior knowledge of a wide range of instructional strategies, resources, and technological tools.
	does not apply instructional strategies effectively to meet diverse learning needs.	occasionally applies instructional strategies effectively to meet diverse learning needs.	frequently applies instructional strategies effectively to meet diverse learning needs.	consistently applies instructional strategies effectively to meet diverse learning needs.
	demonstrates a poor understanding of learning theory, human development, and cultural diversity.	demonstrates some understanding of learning theory, human development, cultural diversity, and individual differences.	demonstrates a clear understanding of learning theory, human development, cultural diversity, and individual differences.	demonstrates a superior understanding of learning theory, human development, cultural diversity, and individual differences.
	does not establish short- and long-term goals.	sometimes establishes short- and long-term goals.	frequently establishes short- and long-term goals.	consistently establishes short- and long-term goals and consistently encourages higher-order thinking skills.
	does not plan for learners' individual differences.	sometimes plans for learners' individual differences.	frequently plans for learners' individual differences and interests.	consistently plans for learners' individual differences and interests and uses student input for lessons.
	does not access resources and collaborate with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).	sometimes accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).	frequently accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations) and makes effective use of these resources. S/he participates in collegial planning activities.	consistently accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations). Additionally, s/he may initiate and lead collegial planning activities to promote interdisciplinary inquiry and linkages..

Instructional Practice TCPDF #8 (PERFORMANCE) *Instructional Strategies:* **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.**	has *little* or *no* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).	has *some* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).	has a *clear* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).	has *a superior* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).
	does not apply developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.	applies a *limited* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.	applies a *varied* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.	applies a *wide* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.
	questions *rarely* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity.	questions *sometimes* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity.	questions *frequently* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.	questions *consistently* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.
	rarely varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).	*occasionally* varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).	*frequently* and appropriately varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).	consistently, appropriately, and creatively varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience).
	does not understand how to integrate nor employ technology and media in order to access, interpret, evaluate, and apply information.	*has a limited* understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.	has a *clear* understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.	has a *superior* understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.
Professional Responsibility TCPDF #9 (DISPOSITION) **Professional Learning, Reflection and Ethical Practice:** **Engages in ongoing professional learning and uses evidence to continually evaluate his/her**	**does not** seek opportunities for professional growth and **does not** demonstrate understanding of professional standards, practices and educational policies and laws.	*occasionally* seeks opportunities for professional growth and *occasionally* demonstrate understanding of professional standards, practices and educational policies and laws.	*frequently* seeks opportunities for professional growth and *frequently* demonstrates understanding of professional standards, practices and educational policies and laws.	*consistently* seeks opportunities for professional growth *consistently* demonstrates understanding of professional standards, practices and educational

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			policies and laws.
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.	*does not* self-evaluate his/her practice, or use analysis and reflection to improve planning and instructional delivery.	*occasionally* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.	*frequently* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.	*consistently and effectively* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery.
	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.	is *occasionally* aware of the effects of his/her instructional practices on the students, families and professional community and *occasionally* adapts his/her practice to meet their needs.	is *frequently* 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.	is *consistently* aware of the effects of his/her instructional practices on the students, families and professional community and *effectively* and creatively adapts his/her practice to meet their needs.
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.**	**does not** pursue opportunities for leadership roles or professional learning and **does not** work collaboratively with other teachers and staff to advance professional practice. **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.	*occasionally* pursues opportunities for leadership roles or professional learning and *occasionally* works collaboratively with other teachers and staff to advance professional practice. *occasionally* takes responsibility for students' learning and *occasionally* collaborates with learners, family, school and community members to enhance students' learning and his/her professional growth.	*frequently* pursues opportunities for leadership roles or professional learning and *frequently* works collaboratively with other teachers and staff to advance professional practice. *frequently* takes responsibility for students' learning and *frequently* collaborates with learners, family, school and community members to enhance students' learning and his/her professional growth.	*consistently* pursues opportunities for leadership roles or professional learning and *consistently w*orks collaboratively with other teachers and staff to advance professional practice. *consistently* takes responsibility for students' learning and *consistently* collaborates with learners, family, school and community members to enhance students' learning and professional growth.