Teacher Candidate Rating Instrument (TCRI)
University of Arkansas at Monticello
School of Education

Candidate Name:_____   Candidate ID: _____   Date: _____

Major: _____   Level of Candidate: _____ Intern I _____ Intern II   Grade: _____

Cooperating Teacher: _____   Assessor(s) Name: _____

Type: _____ 1st Formative observation _____ 2nd Formative observation _____ Summative evaluation

The Teacher Candidate Rating Instrument serves as both a formative and a summative assessment instrument. The instrument should be used to assist candidates with growth and development throughout their teacher preparation program; it does not correlate with the A,B,C,D,F, grading system. Candidates are expected to demonstrate progress in the classroom as they move through their program. When candidates complete their final internship, they should demonstrate teaching effectiveness with no unsatisfactory performance on any of the criteria. As candidates begin their teaching careers, they will set goals to achieve the Distinguished level.

Domain 1: Planning and Preparation

Component	Unsatisfactory/Unacceptable	Basic/Acceptable	Proficient/Target	Distinguished/Not Applicable to Interns
1a: Demonstrating knowledge of content and pedagogy	Intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Intern's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Intern's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Intern actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Intern demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Intern indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Intern actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Intern actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but Intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Intern demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, to use in teaching, or for students who need them. Intern does not seek such knowledge.	Intern demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Intern does not seek to extend such knowledge.	Intern is aware of the resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Intern seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Intern coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Intern coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Intern's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Intern has no plans to use assessment results in designing future instruction	Intern's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Intern plans to use assessment results to plan for future instruction for the class as a whole.	Intern's plan for student assessment is aligned with the instructional goals, using clear criteria, is appropriate to the needs of students. Intern uses assessment results to plan for future instruction for groups of students	Intern's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the Intern uses assessment results to plan future instruction for individual students.

NOTE: The TCRI has been adapted from Charlotte Danielson's *Framework for Teaching*.

Domain 2: The Classroom Environment

Component	Unsatisfactory/Unacceptable	Basic/Acceptable	Proficient/Target	Distinguished/Not Applicable to Interns
2a: Creating an environment of respect and rapport	Classroom interactions, both between the Intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the Intern and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between Intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the Intern and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low Intern commitment to the subject, low expectations for student achievement, little respect for or knowledge of student's diverse cultures and little or no student pride in work.	Intern's attempt to create a culture for learning are partially successful, with little Intern commitment to the subject, modest expectations for student achievement, some respect for or knowledge of student's diverse cultures and little student pride in work.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both Intern and students, respect for and knowledge of student's diverse cultures, with students demonstrating pride in their work.	High levels of student engagement and Intern passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Intern and students demonstrate high levels of respect for and knowledge of diverse student cultures.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no Intern monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	The Intern has made an effort to establish standards of conduct for students. Intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the Intern monitors student behavior against those standards. Intern response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Intern's monitoring of student behavior is subtle and preventive, and Intern's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space	Intern makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	Intern's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Intern's use of physical resources, including computer technology, is moderately effective.	Intern's classroom is safe, and learning is accessible to all students; Intern ensures that the physical arrangement supports the learning activities, (when applicable) Intern makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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Domain 3: Instruction

Component	Unsatisfactory/Unacceptable	Basic/Acceptable	Proficient/Target	Distinguished/Not Applicable to Interns
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Intern's use of language contains errors or is inappropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; Intern's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Intern's oral and written communication is clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Intern's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the Intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Intern' attempts to engage all students in the discussion are only partially successful.	Most of the Intern's questions elicit a thoughtful response, and the Intern allows sufficient time for students to answer. All students participate in the discussion, with the Intern stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures.	Students are highly intellectually engaged throughout the lesson in higher order learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by Intern or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by Intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by **students,** monitoring of progress of learning by Intern and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and Interns, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Intern adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; Intern assumes no responsibility for students' failure to understand.	Intern demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Intern ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Intern is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

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Domain 4: Professional Responsibilities

Component	Unsatisfactory/Unacceptable	Basic/Acceptable	Proficient/Target	Distinguished/Not Applicable to Interns
4a: Reflecting on Teaching	Intern's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Intern's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Intern makes global suggestions as to how the lesson might be improved.	Intern's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Intern makes some specific suggestions as to how the lesson might be improved.	Intern's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Intern draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Intern's system for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Intern's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Intern's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Intern's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families	Intern provides little or no information to families, or such communication is culturally inappropriate. Intern makes no attempt to engage families in the instructional program.	Intern complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Intern communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Intern communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Intern successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Intern avoids participating in the professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and Intern is resistant to feedback from colleagues.	Intern becomes involved in professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Intern accepts, with some reluctance, feedback from colleagues.	Intern participates actively in the professional community and maintains positive and productive relationships with colleagues. In addition, Intern welcomes feedback from colleagues.	Intern makes a substantial contribution to the job-embedded professional community, and assumes a leadership role with colleagues. In addition, Intern seeks out feedback from colleagues.
4e: Growing and Developing Professionally	Intern does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Intern's participation in professional development activities is limited to those that are convenient or are required.	Intern engages in opportunities for professional development that is based on a self-assessment of need.	Intern actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new Interns.
4f: Demonstrating Professionalism	Intern has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Intern fails to comply with school and district regulations and timelines.	Intern is honest and well-intentioned in serving students and contributing to child-centered decisions in the school Intern complies minimally with school and district regulations, doing just enough to "get by."	Intern displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations.	Intern assumes a leadership role in ensuring that school practices, decisions and procedures ensure that all the students' interests are addressed. Intern displays the highest standards of ethical conduct.

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