

EDU 300 Practicum Rubric

Teacher Candidate Nate Humann Semester Fall, ~~Spring~~ 2017 Weeks 15 6th gr. SS.
 School & Town Wachter / Bismarck Cooperating Teacher Mr. Henderer University Supervisor O. Cain
 Subject/Grade Taught

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard. Thank you for your time and commitment to the profession.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating of "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating of "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "3"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	2.5
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	3
*The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #1: Learner Development. The teacher 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.								2.75

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InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	In addition to rating "3" performance, partial success at rating of "4"	exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating "2" performance, partial success at rating of "3"	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "2"	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	3
	*The overall rating will be calculated as an average of the ratings for this standard.							Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								
<i>The teacher candidate...</i>								
InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs	In addition to rating "3" performance, partial success at rating of "4"	develops a learning environment that is consistently engaging for most students	In addition to rating "2" performance, partial success at rating of "3"	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of "2"	needs assistance in developing a learning environment that is engaging for most students
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	3
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	3
*The overall rating will be calculated as an average of the ratings for this standard.								
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

IntASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating of "3" performance, partial success at rating of "4"		In addition to rating of "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	2.5
		Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content					
<i>The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #4: Content Knowledge. The teacher 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.								
IntASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating of "3" performance, partial success at rating of "4"		In addition to rating of "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	3
		Uses multiple methods of assessment	uses multiple assessments that align with the learning targets					
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								
								*Rating
								3

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InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"		3
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning instructional plans to meet students' needs	In addition to rating "3" performance, partial success at rating of "4"	uses information gained from assessment findings to customize instructional plans to meet students' needs	uses assessment findings to modify instructional plans to meet students' needs	plans are not adjusted to meet student learning differences or needs	plans are not adjusted to meet student learning differences or needs		N/A
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	In addition to rating "3" performance, partial success at rating of "4"	plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning	plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information	plans instruction individually	plans instruction individually		3
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								
								*Rating 3


InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
Differentiates instruction for a variety of learning needs Instructional practices reflect effective communication skills	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	In addition to rating "3" performance, partial success at rating of "4"	varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to rating "2" performance, partial success at rating of "3"	varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	With assistance, partial success at rating of "3"	teaches individual or small group learning experiences without differentiating instruction	2.5	
	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating "2" performance, partial success at rating of "3"	articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		With assistance, partial success at rating of "3"	makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	3
	<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> <p>Standard #8: Instructional Strategies. The teacher 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.</p>								Rating

2.75

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Uses feedback to improve teaching effectiveness Uses self-reflection to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	3
	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning,		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways	In addition to rating "2" performance, partial success at rating of "3"	reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general		With assistance, partial success at rating of "2"	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement
<p><i>The teacher candidate...</i></p>								

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	adaptations, and instructional practice	in which a lesson might be improved	modifications for future instruction	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities	acts in accordance with ethical codes of conduct and complies with laws and policies related to learners' rights and teachers' responsibilities 	acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>				
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.				
*Rating				
3				

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating "3" performance, partial success at rating of "4"	develops supportive and collaborative relationships with colleagues that improve student performance 	In addition to rating "2" performance, partial	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of "2"	develops relationships with colleagues that are characterized by negativity or combativeness	3
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								
Rating								
3								