

EDU 300 Practicum Rubric

Chavis Miller

Fall 18

15

Global Studies/9th

Teacher Candidate

Semester

Weeks

Subject/Grade Taught

Century High School, Brunswick

Mrs. Feland

Mrs. Cain

University Supervisor

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 "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "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 "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	2	
									Accesses student readiness for learning and expands on individual students' prior knowledge
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	2.5	
*The overall rating will be calculated as an average of the ratings for this standard.									
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.								*Rating	2.25

Chavis Miller
12/14/2017

Samuel Cain 12/14/17

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" success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "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	3	
			applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	With assistance, partial success at rating of "2"	applies inappropriate strategies in instructional practice to engage learners in mastery of content			
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	In addition to rating of "3" performance, partial success at rating of "4"	applies multiple assessments that align with the learning targets	In addition to rating "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	2.5	
<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> <p>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.</p>									
InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
									<p><i>The teacher candidate...</i></p>
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 "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "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	
<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p> <p>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.</p>									
								*Rating	3

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Differentiates instruction for a variety of learning needs	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 "2"	teaches individual or small group learning experiences without differentiating instruction	2
Instructional practices reflect effective communication skills	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	In addition to rating "3" performance, partial success at rating of "4"	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 "2"	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	2.5
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
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.								
Rating								

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses feedback 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
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning,	In addition to rating "3" performance, partial success at rating of "4"	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	2.5
Rating								

