Indiana University of Pennsylvania
COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

Student's Name _____ **Banner ID @**_____ **Date**_____

IUP Department _____**Grades Taught** _____ **Subjects or Program** _____

School District _____ **School Building** _____

Check Appropriate Blocks ☐ **1st Experience** ☐ **2nd Experience** ☐ **Midterm** ☐ **Final**

Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level.

Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

Target (T) **Acceptable (A)** **Unacceptable (U)** **No Opportunity to Assess (NOTA)**

Minimal Generic Teacher Education Outcome

		T	A	U	NOTA
1.	The teacher understands how learners grow 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.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	☐	☐	☐	☐
3.	The teacher 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.	☐	☐	☐	☐
4.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	☐	☐	☐	☐
5.	The teacher 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.	☐	☐	☐	☐
6.	The teacher 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 learner's decision making.	☐	☐	☐	☐
7.	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	☐	☐	☐	☐
8.	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.	☐	☐	☐	☐
9.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.	☐	☐	☐	☐
10.	The teacher 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.	☐	☐	☐	☐
	SUMMARY - OVERALL RATING	☐	☐	☐	☐

The original to: Teacher Education Office - 104 Stouffer Hall.

Photocopies should be provided to the following: Student Teacher/Cooperating Teacher/University Supervisor.

Student Teaching Part 1

Rubric for Minimal Generic Teacher Education Outcomes

THE LEARNER AND LEARNING	Danielson	Target	Acceptable	Unacceptable
1. The teacher understands how learners grow 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.	<u>Planning & Preparation</u> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction <u>Instruction</u> 3c: Engaging Students in Learning	Systematically provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<u>Planning & Preparation</u> 1b: Demonstrating Knowledge of Students	Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of all learners.	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Adapts instruction to accommodate the needs of identified learners with special needs.	Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. Does not adapt instruction to accommodate the needs of identified learners with special needs.
3. The teacher 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.	<u>Classroom Environment</u> 2a: Creating an Environment of Respect & Rapport <u>Instruction</u> 3c: Engaging Students in Learning	Collaborates with learners and other professionals to create an environment in which all learners can thrive.	Collaborates with learners and other professionals to create a positive climate for learning.	Misses and/or avoids opportunities to collaborate with others.

CONTENT KNOWLEDGE	Danielson	Target	Acceptable	Unacceptable
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content**.**	<u>Planning & Preparation</u> 1a: Demonstrating Knowledge of Content & Pedagogy 1e: Designing Coherent Instruction <u>Instruction</u> 3c: Engaging Students in Learning	Shows command of facts/skills, conceptual understanding, and big ideas* related to the discipline. Designs relevant and engaging activities that foster meaningful learning.	Shows accurate knowledge of basic facts/skills and conceptual understanding. Designs relevant and engaging activities that foster meaningful learning.	Shows errors in basic facts or conceptual understanding and/or does not design consistently relevant activities that engage students in meaningful learning.
5. The teacher 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.	<u>Instruction</u> 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility & Responsiveness	Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitiate the development of higher-level thinking skills in all learners.	Creates learning experiences across lessons and units that facilitate the development of higher-level thinking skills in learners.	Creates learning experiences that focus on the development of lower-level thinking skills in learners; focus is on individual lessons rather than connections between lessons and units.

INSTRUCTIONAL PRACTICE	Danielson	Target	Acceptable	Unacceptable
6. The teacher 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 learner's decision making.	Planning & Preparation 1f: Designing Student Assessments Instruction 3d: Using Assessment in Instruction	Systematically designs and uses multiple assessment strategies that are aligned with learning objectives (including formal and informal measures as well as authentic assessments and performance-based evaluations) to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.	Uses several assessment strategies that are aligned with learning objectives (including formal and informal measures as well as authentic assessment and performance-based evaluations) to help both the teacher and the learner measure student progress. Makes an effort to use results from such assessments to inform further action.	Uses assessments that may not match instructional objectives and/or may not include authentic assessments or performance-based evaluations. And/or does not use the results from these measures to shape future pedagogical choices.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Planning & Preparation 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction	Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.	Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.	Does not consistently plan instruction that is meaningful and relevant to learners. And/Or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction.
8. 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.	Instruction 3b: Using Questioning & Discussion Techniques 3c: Engaging Students in Learning	Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning are the focus. Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners. Locates and uses outside resources and new/emerging technologies that foster meaningful learning.	Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher-order thinking and questioning skills. Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily-available resources and technologies that foster meaningful learning.	Uses instructional strategies that promote a superficial understanding of content/application of skills and/or lower-level thinking and questioning skills. And/or limits his/her role in the instructional process to that of instructor. And/or integrates a limited range of readily-available resources and technologies.

PROFESSIONAL RESPONSIBILITIES	Danielson	Target	Acceptable	Unacceptable
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.	Professional Responsibilities 4a: Reflecting on Teaching 4e: Growing & Developing Professionally 4f: Showing Professionalism	Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. Utilizes self-reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.	Participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and demonstrates adaptations to meet the needs of learners.	Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of all learners.
10. The teacher 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.	Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism	Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.	Assumes some leadership in collaborative efforts with school and/ or community-based colleagues to promote student learning.	Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.

* A big idea is a "concept, theme, or issue that gives meaning and connection to discrete facts and skills" (p. 5).

Source: *Understanding by Design* [2005, 2nd edition] by Grant Wiggins and Jay McTighe, Association for Supervision and Curriculum Development, Alexandria, VA.

Revised 6/20/2012