

**Indiana University of Pennsylvania**  
**Clinical Generic Rubric for EDUC 342 Pre-Student Teaching II\***

	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Unsatisfactory 1</b>
Learner Development InTASC 1 Danielson 1b, 1c, 1e, 3c CAEP 1.1	Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Consistently 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.
Learning Differences InTASC 2 Danielson 1b CAEP 1.1	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. Differentiates instruction to accommodate the needs of identified learners with special needs.	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. And/or does not adapt instruction to accommodate the needs of identified learners with special needs.
Learning Environment InTASC 3 Danielson 2a, 3c CAEP 1.1	Seeks opportunities to collaborate with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Voluntarily collaborates with learners and other professionals to create a positive learning climate. Designs learning experiences that are based on social interaction and active engagement and that foster self- motivation.	Collaborates, when required, with learners and other professionals to create a positive learning climate. Designs learning experiences that include opportunities for social interaction and active engagement and that foster self- motivation.	Misses and/or avoids opportunities to collaborate with others to create a positive learning climate. And/or designs learning experiences that do not include opportunities for social interaction and active engagement or foster self- motivation.

**Indiana University of Pennsylvania**  
**Clinical Generic Rubric for EDUC 342 Pre-Student Teaching II\***

<p>Content Knowledge  InTASC 4  Danielson 1a, 1e, 3c  CAEP 1.1</p>	<p>Shows command of facts/skills and demonstrates conceptual understanding. Creates learning experiences based on big ideas related to the discipline. Designs relevant and engaging activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs relevant activities that foster meaningful learning.</p>	<p>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs relevant activities that foster learning.</p>	<p>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. And/or does not design consistently relevant activities that engage students in learning.</p>
<p>Application of Content  InTASC 5  Danielson 3a, 3c, 3f  CAEP 1.1, 1.4</p>	<p>Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills in all learners.</p>	<p>Creates learning experiences that address higher-level thinking skills in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate.</p>	<p>Creates learning experiences that address higher-level thinking skills in learners. Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives.</p>	<p>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.</p>
<p>Assessment  InTASC 6  Danielson 1f, 3d  CAEP 1.1, 1.2,, 1.3</p>	<p>Systematically designs and uses multiple assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and performance-based assessments. Uses assessment results 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.</p>	<p>Designs and uses assessments that are aligned with learning objectives. Uses both formative and summative measures as well as authentic and/or performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes an effort to use results to inform further action.</p>	<p>Uses assessments that are not always aligned with learning objectives Uses both formative and summative measures and performance-based assessments. Uses assessment results to help both the teacher and the learner measure learner progress. Makes a minimal effort to use results to inform further action.</p>	<p>Uses assessments that may not be aligned with learning objectives. And/or may not include formative and summative measures. And/or may not include either authentic or performance-based assessments. Does not use the results from these measures to shape future pedagogical decisions.</p>

**Indiana University of Pennsylvania**  
**Clinical Generic Rubric for EDUC 342 Pre-Student Teaching II\***

<p>Planning for Instruction  InTASC 7  Danielson 1b, 1e  CAEP 1.1, 1.3</p>	<p>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.</p>	<p>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.</p>	<p>Plans instruction that is meaningful and relevant to learners. Gives some consideration to factors such as students' learning needs, curricular goals and standards, and cross-disciplinary skills.</p>	<p>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</p>
<p>Instructional Strategies  InTASC 8  Danielson 3b, 3c  CAEP 1.1, 1.2, 1.3, 1.4, 1.5  ISTE Teachers 1a, 2a, 2c</p>	<p>Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning is 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 integrates outside resources and new or emerging technologies that foster meaningful learning.</p>	<p>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.</p>	<p>Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher-order thinking and questioning skills. - Primarily plays one role in the instructional process. And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</p>	<p>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 uses a limited range of readily available resources and technologies.</p>

**Indiana University of Pennsylvania**  
**Clinical Generic Rubric for EDUC 342 Pre-Student Teaching II\***

<p>Professional Learning and Ethical Practice          InTASC 9          Danielson 4a, 4e, 4f          CAEP 1.1, 1.2</p>	<p>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.</p>	<p>Voluntarily participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of learners.</p>	<p>Participates in required professional development opportunities. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies.</p>	<p>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.</p>
<p>Leadership and Collaboration          InTASC 10          Danielson 4c, 4d, 4f          CAEP 1.1, 1.2</p>	<p>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.</p>	<p>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and community members.</p>	<p>Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and community members.</p>	<p>Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.</p>

This rubric is for use in EDUC 342, Pre-Student Teaching II. Since it is not expected that teacher candidates in this early field experience would perform at the Distinguished level, their performance will be rated at the Proficient, Basic or Unsatisfactory levels. Most teacher candidates are likely to perform at the Basic level.