

Student Teaching Rubric Part 1 (Generic)

by IUP Placement Coordinator

IUP STUDENT TEACHING RUBRIC: PART I: GENERIC OUTCOMES

Rubric

	Exceeds (3.000 pts)	Acceptable-High (2.000 pts)	Acceptable-Low (1.000 pt)	Unacceptable (0.000 pt)	No Opportunity to Assess (0.000 pt)
<p>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.</p> <p>DAN.1b DAN.1c DAN.1e DAN.3c INTASC-2010.1</p>	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.	
<p>2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning</p>	Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. Differentiates	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Differentiates	Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Adapts instruction	Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. And/or does not adapt	

<p>environments that enable each learner to meet high standards. DAN.1b INTASC-2010.2</p>	<p>instruction to accommodate the needs of all learners.</p>	<p>instruction to accommodate the needs of identified learners with special needs.</p>	<p>to accommodate the needs of identified learners with special needs.</p>	<p>instruction to accommodate the needs of identified learners with special needs.</p>	
<p>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 selfmotivation. DAN.2a DAN.3c INTASC-2010.3</p>	<p>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 selfmotivation.</p>	<p>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 selfmotivation.</p>	<p>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 selfmotivation.</p>	<p>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 selfmotivation.</p>	
<p>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. DAN.1a DAN.1e DAN.3c INTASC-2010.4</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>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. DAN.3a DAN.3c INTASC-2010.5</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>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. DAN.1f DAN.3d INTASC-2010.6</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>	
<p>7. The teacher plans instruction that supports</p>	<p>Systematically uses information regarding students' learning</p>	<p>Plans instruction that is meaningful and relevant to</p>	<p>Plans instruction that is meaningful and relevant to</p>	<p>Does not consistently plan instruction that is meaningful and</p>	

<p>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. DAN.1b DAN.1e INTASC-2010.7</p>	<p>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>learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and crossdisciplinary skills.</p>	<p>learners. Gives some consideration to factors such as students' learning needs, curricular goals and standards, and cross-disciplinary skills.</p>	<p>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>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. DAN.3b DAN.3c INTASC-2010.8</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>	

<p>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. DAN.4a DAN.4e DAN.4f INTASC-2010.9.0</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 selfreflection 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>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. DAN.4c DAN.4d DAN.4f INTASC-2010.10</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>	

Standards

DAN.1a

Demonstrating Knowledge of Content and Pedagogy (Danielson, 1996)

DAN.1b	Demonstrating Knowledge of Students. (Danielson, 1996)
DAN.1c	Selecting Instructional Goals (Danielson, 1996)
DAN.1e	Designing Coherent Instruction (Danielson, 1996)
DAN.1f	Assessing Student Learning. (Danielson, 1996)
DAN.2a	Creating an Environment of Respect and Rapport (Danielson, 1996)
DAN.3a	Communicating Clearly and Accurately (Danielson, 1996)
DAN.3b	Using Questioning and Discussion Techniques (Danielson, 1996)
DAN.3c	Engaging Students in Learning (Danielson, 1996)
DAN.3d	Providing Feedback to Students (Danielson, 1996)
DAN.4a	Reflecting on Teaching (Danielson, 1996)
DAN.4b	Maintaining Accurate Records (Danielson, 1996)
DAN.4c	Communicating with families (Danielson, 1996)
DAN.4d	Contributing to the School and District (Danielson, 1996)
DAN.4e	Growing and Developing Professionally (Danielson, 1996)
DAN.4f	Showing Professionalism (Danielson, 1996)
INTASC-2010.1	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.
INTASC-2010.10	Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.
INTASC-2010.2	Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
INTASC-2010.3	Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.
INTASC-2010.4	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.
INTASC-2010.5	Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
INTASC-2010.6	Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

- INTASC-2010.7** Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- INTASC-2010.8** 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 access and appropriately apply information.
- INTASC-2010.9.0** Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

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