Midterm Student Teaching Rubric Part 1 All Programs Revised August 2024

by IUP Admin2

Assessment

Standards

CAEP-Initial-2022.R1.1 R1.1 The Learner and Learning - The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

CAEP-Initial-2022.R1.2 R1.2 Content - The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

CAEP-Initial-2022.R1.3 R1.3 Instructional Practice - The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

CAEP-Initial-2022.R1.4 R1.4 Professional Responsibility - The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

CAEP-Initial-2022.R3.3	R3.3 Competency at Completion - The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.
Danielson-2022.1a	Applying Knowledge of Content and Pedagogy
Danielson-2022.1b	Knowing and Valuing Students
Danielson-2022.1c	Setting Instructional Outcomes
Danielson-2022.1d	Using Resources Effectively
Danielson-2022.1e	Planning Coherent Instruction
Danielson-2022.1f	Designing and Analyzing Assessments
Danielson-2022.2a	Cultivating Respectful and Affirming Environments
Danielson-2022.2b	Fostering a Culture for Learning
Danielson-2022.2c	Maintaining Purposeful Environments
Danielson-2022.2d	Supporting Positive Student Behavior
Danielson-2022.2e	Organizing Spaces for Learning
Danielson-2022.3a	Communicating About Purpose and Content
Danielson-2022.3b	Using Questioning and Discussion Techniques
Danielson-2022.3c	Engaging Students in Learning
Danielson-2022.3d	Using Assessment for Learning
Danielson-2022.3e	Responding Flexibly to Student Needs
Danielson-2022.4a	Engaging in Reflective Practice
Danielson-2022.4b	Documenting Student Progress
Danielson-2022.4c	Engaging Families and Communities
Danielson-2022.4d	Contributing to School Community and Culture
Danielson-2022.4e	Growing and Developing Professionally
Danielson-2022.4f	Acting in Service of Students
InTASC-2017.1	Learner Development: 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.
InTASC-2017.10	Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
InTASC-2017.2	Learning Differences - 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.
InTASC-2017.3	Learning Environments - 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.
InTASC-2017.4	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-2017.5	Application of Content - 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.
InTASC-2017.6	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 teacher's and learner's decision making.
InTASC-2017.7	Planning for Instruction - 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.
InTASC-2017.8	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.
InTASC-2017.9	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, other professionals, and the community), and adapts practice to meet the needs of each learner.
ISTE-2017.1.a	Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
ISTE-2017.2.a	Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
ISTE-2017.2.c	Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
PA - CR-SE.CRSE1.C	Engage in critical and difficult conversations with others to deepen their awareness of their own conscious/unconscious

	biases, stereotypes, and prejudices.
PA - CR-SE.CRSE1.D	Reflect on how they meet the needs of each learner.
PA - CR-SE.CRSE3.B	Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.
PA - CR-SE.CRSE3.F	Provide rigorous learning experiences and relevant projects in culturally supportive spaces that integrate advocacy skills, deep listening and thinking, collaboration, resource gathering, and strategic actions.
PA - CR-SE.CRSE5.B	Show respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences.
PA - CR-SE.CRSE5.C	Assess how learners from different backgrounds experience the environment and encourage them to reflect on their own experiences with bias.
PA - CR-SE.CRSE5.E	Assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.
PE-2023.PE.1	Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act.
PE-2023.PE.2	Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators.
PE-2023.PE.4	Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the PA Model Code of Ethics for Educators (MCEE).
PE-2023.PE.5	Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the PA Model Code of Ethics for Educators (MCEE).
PE-2023.PE.6	Demonstrate their understanding of their responsibility to students as described in Principle 3 of the PA Model Code of Ethics for Educators (MCEE).
PE-2023.PE.7	Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the PA Model Code of Ethics for Educators (MCEE).
PE-2023.PE.8	Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the PA Model Code of Ethics for Educators (MCEE).

Student Teaching Rubric Part 1 All Programs

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**Not Able to Assess** (0.000 pt)

Learner Development (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R3.3 Danielson-2022.1b Danielson-2022.1c Danielson-2022.1e Danielson-2022.3c InTASC-2017.1 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	Systematically and consistently provides challenging culturally appropriate learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical development of the learners.	Consistently provides challenging culturally appropriate learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides culturally relevant learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are not culturally relevant, challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.	
Learner Differences (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R3.3 Danielson-2022.1b InTASC-2017.2 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	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 (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R1.4 CAEP-Initial-2022.R3.3 Danielson-2022.2a Danielson-2022.3c InTASC-2017.3 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E PE-2023.PE.7	Seeks opportunities to collaborate with learners and other professionals to create a positive learning climate. Designs rich culturally relevant 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 rich culturally relevant 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 culturally relevant 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 culturally relevant learning experiences that do not include opportunities for social interaction and active engagement or foster self-motivation.	
Content Knowledge (1.000, 10.0%) CAEP-Initial-2022.R1.2 Danielson-2022.1a Danielson-2022.1e Danielson-2022.3c InTASC-2017.4 PA - CR-SE.CRSE3.B PA - CR-	Shows command of facts/skills and demonstrates conceptual understanding. Creates flexible learning experiences based on big ideas related to the discipline.	Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. Designs culturally relevant flexible activities that foster meaningful	Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. Designs culturally relevant activities that foster learning.	Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. And/or does not design consistently culturally relevant activities that	

SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	Designs culturally relevant and engaging activities that foster meaningful learning across disciplines.	learning across disciplines.		engage students in learning.	
Application of Content (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.2 CAEP-Initial-2022.R1.3 Danielson-2022.3a Danielson-2022.3c InTASC-2017.5 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	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.	Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate.	Creates learning experiences that address higher-level thinking skills (create, evaluate) in learners. Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives.	Creates learning experiences that focus on the development of lower-level thinking skills (remember, understand) in learners; focus is on individual lessons rather than connections between lessons and units.	
Assessment (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.2 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R1.4 Danielson-2022.1f Danielson-2022.3d InTASC-2017.6 PA - CR-SE.CRSE5.B PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	Systematically designs and uses multiple culturally fair 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.	Designs and uses culturally fair 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.	Uses culturally fair 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.	Uses culturally fair 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.	

Planning for Instruction (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R3.3 Danielson-2022.1b Danielson-2022.1e InTASC-2017.7 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning flexible instruction that is meaningful and relevant to learners.	Plans flexible 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.	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.	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.	
Instructional Strategies (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.2 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R3.3 Danielson-2022.3b Danielson-2022.3c ISTE-2017.1.a ISTE-2017.2.a ISTE-2017.2.c InTASC-2017.8 PA - CR-SE.CRSE3.B PA - CR-SE.CRSE3.F PA - CR-SE.CRSE5.C PA - CR-SE.CRSE5.E	Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and critical 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 diverse needs of learners. Locates and integrates outside resources and new or 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 critical 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 diverse needs of learners. Integrates a variety of readily-available resources and technologies that foster meaningful learning.	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 address diverse needs and 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 uses a limited range of readily available resources and technologies.	
Professional Learning and Ethical Practice (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.3 CAEP-Initial-2022.R1.4 CAEP-Initial-2022.R3.3 Danielson-2022.4a Danielson-2022.4e Danielson-2022.4f	Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to develop cultural competencies and inform all instructional	Voluntarily participates in readily available opportunities for professional development of cultural competencies. Uses professional resources and reflections on learner performance to evaluate choices	Participates in required professional development opportunities to enhance cultural competencies. Uses professional resources and personal reflections on various identity groups performance to	Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive, culturally competent instructional practices	

InTASC-2017.9 PA - CR-SE.CRSE1.C PA - CR-SE.CRSE1.D PE-2023.PE.4 PE-2023.PE.5	choices. Utilizes self- reflection as a tool for adapting instruction and communication practices to best meet the diverse needs of various identity groups and related constituents.	of instructional strategies and makes adaptations to meet the diverse needs of various identity groups.	evaluate choices of instructional strategies.	designed to meet the needs of various identity groups.	
Leadership and Collaboration (1.000, 10.0%) CAEP-Initial-2022.R1.1 CAEP-Initial-2022.R1.4 CAEP-Initial-2022.R3.3 Danielson-2022.4c Danielson-2022.4d Danielson-2022.4f PE-2023.PE.7	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.	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.	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.	Tends to avoid leadership opportunities for collaborating with school and community-based colleagues.	

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