

EDU 300 Practicum Rubric

Jose Jimenez
Teacher Candidate

FALL
Semester

Weeks

Geometry/9
Subject/Grade Taught

Century High School - Bismarck
School & Town

Mr. Nathan Welstad
Cooperating Teacher

Mrs. Carmen 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 of "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating of "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
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
*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

Carmen Cain 12/2/17

Jose J. Jimenez 12/12/17

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>									
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 or deepen the remediate or deepen the learners' understanding	In addition to rating of "3" performance, partial 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 of "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	2.5	
			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		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 appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	In addition to rating of "2" performance, partial success at rating of "3"	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	2.5	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>									
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.									
InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>									
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	2	
			uses multiple assessments that align with the learning targets		uses multiple assessments, but not all are aligned with the learning targets		uses limited assessment methods and items that are not aligned with learning targets		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>									
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.									
								*Rating	2

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
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 of "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 of "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	2.5
*The overall rating will be calculated as an average of the ratings for this standard.								
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 of "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 of "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

