Student Teaching Performance Rubric

Educator Preparation
Reflective • Responsive • Resourceful

Purpose of the Assessment: To determine each candidate's development toward becoming a teacher according to criteria based on the 2011 Interstate New Teacher Assessment and Support Consortium (InTASC) Standards* as assessed by university supervisors and/or mentor teachers.

Frequency and Performance Standards: This rubric will be used to assess candidate performance at the end of each clinical experience, and additionally as a mid-point check during student teaching, as follows:

Clinical Experience 1 (15 hours) [at the beginning of the program]	Clinical Experience 2 (45 hours) [toward the end of the program]	**Clinical Experience 3 (16 weeks)** [at the end of the program]
Concurrent with PTE 3023: Foundations of American Education	Concurrent with PTE 4533: Educational Psychology	PTE 48_8: Student Teaching
Aim: "**Emerging Teacher--Novice**" performance indicators	Aim: "**Emerging Teacher--Pre-Service Emerging**" performance indicators	Aim: "**Effective Teacher--Pre-Service Effective**" performance indicators
Expected Co-Teaching Strategies**: 1 Teach, 1 Observe & 1 Teach, 1 Assist	**Expected Co-Teaching Strategies****: The First Two Strategies & Station Teaching, Parallel Teaching, Supplemental Teaching, and/or Alternative Teaching	**Expected Co-Teaching Strategies****: Any of the First Six Strategies & Team-Teaching & Co-Planning
Progress Monitoring: Criteria must be met at the "**Emerging Teacher--Novice**" level or higher. Feedback that identifies that more than 3 criteria were not met at this level or that expresses a major concern regarding the candidate's performance will result in communication to the candidate and a required consultation to develop a plan of support with staff in Teacher Education Services and potentially the program coordinator or other faculty.	**Progress Monitoring**: Criteria must be met at the "**Emerging Teacher--Pre-Service Emerging**" level or higher. Feedback that identifies that more than 3 criteria were not met at this level or that expresses a major concern regarding the candidate's performance will result in communication to the candidate and a required consultation to develop a plan of support with the program coordinator, assigned university supervisor, and staff in Teacher Education Services.	**Progress Monitoring**: Criteria must be met at the "**Effective Teacher--Pre-Service Effective**" level or higher. Feedback that identifies that more than 3 criteria were not met at this level or that expresses a major concern regarding the candidate's performance will result in communication to the candidate and a required consultation to develop a plan of support with the university supervisor, program coordinator, and staff in Teacher Education Services. Further classroom experience may be required to address unmet criteria.

Specific Instructions for Candidates: This performance rubric is intended to be a tool to help candidates deliberately co-plan with their mentor teachers and to use time during the clinical experiences (via co-teaching) to practice and demonstrate all competencies. The criteria on the assessment reflect the 10 InTASC Standards required for program completion in Oklahoma. Candidates should use this tool throughout their clinical experiences to self-assess progress and to discuss "next steps" with mentors. Mentors will be asked to complete this assessment online toward the end of the semester during which a clinical experience is completed. Student teaching mentors will also be asked to complete this survey at mid-term. Teacher Education Services and appropriate faculty will review the performance data to determine if candidates are ready to progress further in their teacher preparation or if required remediation is necessary as indicated in the chart above.

Clinical Experience Performance Rubric/ST

Directions: This rubric has been designed to assess our teacher candidates' performance of particular professional behaviors aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) 2011 standards. For each criterion please indicate the performance level that represents the **consistent, observable performance** of the teacher candidate. **Please be as honest and accurate as you can be and base your responses on how the candidate performed on most days with most people.** Comments regarding particular strengths, incidents and/or concerns may be reported at the end of this rubric. There are 40 items, and the survey should take no longer than 30 minutes of your time. Your feedback is critical in supporting the success of our candidates' development toward becoming professional educators.

Please read the first row labeled "Explanation of Performance Expectations." Each column provides the expected level of candidates' performance depending on where they are in the program. Candidates may score above or below the expected level if these levels truly identify the knowledge, skills and dispositions observed/not observed on a consistent basis.

Performance Aim for ST

		Performance Levels			
		Emerging Teacher		**Effective Teacher**	
EXPLANATION OF PERFORMANCE EXPECTATIONS	**Did Not Demonstrate** (candidate performance did not evidence criterion)	**Novice** (appropriate performance level for those beginning teacher preparation and completing **Clinical Experience 1**) Note: *Identifies* may include… discusses, records and shares observations, etc.	**Pre-Service Emerging** (appropriate performance level for those completing **Clinical Experience 2** after having content and pedagogy courses) Note: *Demonstrates* may include… plans and shares, practices with or models for students, leads an activity, etc.	**Pre-Service Effective** (appropriate performance level for those completing **Student Teaching** at the end of their university teacher training) Note: *Consistently* means always or almost always	**Early Career Effective** (appropriate performance for those with experience who have developed advanced skill sets as evidenced by observable student behaviors and outcomes) Note: *"As evidenced by…"* means that performance at this level is observed through overt impact on student behaviors
Category I: The Learner & Learning					
Standard 1: Learner Development (The teacher candidate…)					
1. Implements instruction based on theories of learning and development that furthers students' abilities and interests.	**Did Not Demonstrate**	**Identifies** ways instruction is based on theories of learning and development.	**Demonstrates** instruction based on theories of learning and development that furthers students' abilities and interests.	**Consistently implements** instruction based on theories of learning and development that furthers students' abilities and interests.	**Consistently personalizes** instruction using developmentally-appropriate and interesting approaches as evidenced by students' ability to engage in learning tasks and their choice to do so.

Standard 2: Learning Differences (The teacher candidate…)						
2. Adjusts instruction and assessments through accommodations and modifications that address the diverse needs of students.	**Did Not Demonstrate**	**Identifies** accommodations and modifications to instruction and assessment that address the diverse needs of students.	**Demonstrates** the ability to use accommodations and modifications in instruction and assessment that address the diverse needs of students.	**Consistently adjusts** instruction and assessments through accommodations and modifications that address the diverse needs of students.		**Consistently personalizes** instruction as evidenced by students of all levels and differences who are engaged in learning and productive work.
3. Implements a variety of instructional strategies to engage all students in learning activities.	**Did Not Demonstrate**	**Identifies** a variety of instructional strategies used to engage all students in the learning activities.	**Demonstrates** a variety of instructional strategies used to engage all students in the learning activities.	**Consistently implements** a variety of instructional strategies that engages all students in learning activities.		**Consistently uses** a variety of instructional strategies as evidenced by all students engaging in multiple activities aimed at the same instructional objectives.
Standard 3: Learning Environments (The teacher candidate…)						
4. Implements classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment.	**Did Not Demonstrate**	**Identifies** classroom guidance/management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment.	**Demonstrates** classroom guidance/management (rules, procedures, practices and dispositions) for a safe and culturally-appropriate learning environment.	**Consistently implements** classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment.		**Consistently implements** equitable classroom guidance/management practices (e.g., rules, procedures) and professional dispositions as evidenced by students who typically self-monitor, engage productively, and interact appropriately.
5. Manages how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.	**Did Not Demonstrate**	**Identifies** how time, space and physical resources are organized, allocated, and used to engage all students in learning.	**Demonstrates** how time, space and physical resources are organized, allocated, and used to engage all students in learning.	**Consistently manages** how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.		**Consistently uses** time, space and physical resources in a manner that maximizes students' potential for learning as evidenced by their on-task behavior, productivity and self-regulation.
6. Uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.	**Did Not Demonstrate**	**Identifies** instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.	**Demonstrates** the ability to guide instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.	**Consistently uses** instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.		**Consistently reinforces** and **redirects** students seamlessly during instructional activities in a manner promoting honest, positive interactions between students as evidenced by their accurate, respectful, and relevant statements and behaviors.

7. Uses statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	**Did Not Demonstrate**	**Identifies** statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	**Demonstrates** statements and actions indicative of respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	**Consistently uses** statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.		**Consistently uses** statements and actions that demonstrate respect for and responsiveness to all students as evidenced by students' willingness to share their backgrounds and needs and to work hard to advance their current abilities.

Category II: Content

Standard 4: Content Knowledge
(The teacher candidate…)

8. Uses learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	**Did Not Demonstrate**	**Identifies** learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	**Demonstrates** the ability to guide learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	**Consistently uses** learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.		**Consistently uses** learning experiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of the material in relation to course expectations and their own lives.
9. Involves all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	**Did Not Demonstrate**	**Identifies** approaches that involve all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	**Demonstrates** the ability to guide learning experiences involving all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	**Consistently involves** all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.		**Consistently provides** rich learning experiences as evidenced by all students demonstrating inquiry, critical thinking, problem solving, reflection and/or metacognition.

Standard 5: Application of Knowledge
(The teacher candidate…)

10. Communicates and sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment.	**Did Not Demonstrate**	**Identifies** instructional objectives/activities, relevant tasks, sequencing of the objectives/tasks, and the methods of assessing the objectives.	**Demonstrates** the ability to communicate and sequence instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment.	**Consistently communicates** and **sequences** instructional objectives/activities based on approved content standards and related tasks, including methods of assessment.		**Consistently communicates** and **sequences** instructional objectives/ activities, related tasks, and methods of assessment as evidenced by students knowing what academic knowledge or skill to use, when to use it, how to use it and why they are using it.

11. Uses resources, including digital technologies as appropriate, that facilitate student mastery of the academic content.	**Did Not Demonstrate**	**Identifies** the appropriate selection and use of resources, including digital technologies, that facilitate student mastery of the academic content.	**Demonstrates** the use of resources, including digital technologies as appropriate, that facilitate student mastery of the academic content.	**Consistently Uses** resources, including digital technologies as appropriate, that facilitate student mastery of the academic content.		**Consistently Uses** resources, including digital technologies as appropriate, that facilitate student mastery of the academic of content as evidenced by students using these resources to apply and demonstrate knowledge and skill sets accurately.

Category III: Instructional Practice

Standard 6: Assessment
(The teacher candidate…)

12. Uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning.	**Did Not Demonstrate**	**Identifies** ethical use of technology to collect, manage and analyze student performance data in order to improve teaching and learning.	**Demonstrates** the use of technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. .	**Consistently uses** technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning.		**Consistently uses** technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning as evidenced by students using data to make improvements.
13. Uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	**Did Not Demonstrate**	**Identifies** how assessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	**Demonstrates** the use of valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	**Consistently uses** valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.		**Consistently uses** valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies as evidenced by students using feedback to improve.
14. Adapts instruction by reflecting on formative and summative assessment data, including students' prior knowledge, misconceptions, mastery and interest.	**Did Not Demonstrate**	**Identifies** how instruction may be adapted by reflecting on formative and summative assessment data, including students' prior knowledge, misconceptions, mastery and interest.	**Demonstrates** how to adapt instruction by reflecting on formative and summative assessment data, including students' prior knowledge, misconceptions, mastery and interest.	**Consistently adapts** instruction by reflecting on formative and summative assessment data, including students' prior knowledge, misconceptions, mastery and interest.		**Consistently adapts** instruction by reflecting on multiple forms of formative and summative assessment data, including prior knowledge, misconceptions, mastery and interest as evidenced by students' opportunities to resolve gaps in these areas and improve performance.

Standard 7: Planning for Instruction (The teacher candidate…)						
15. Develops and uses lesson plans that include specific references to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities.	**Did Not Demonstrate**	**Identifies** elements of professional lesson plans including specific references to approved content standards and a logical sequence of instructional and assessment activities.	**Demonstrates** the ability to develop a lesson plan that is aligned to approved content standards and demonstrates a logical sequence of instructional and assessment activities.	**Consistently develops** and **uses** lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities.		**Consistently develops** and **uses** lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities as evidenced by students' focus on academic work and efficient transition from one activity to another.
16. Provides the relevance of instructional objectives/activities and how the content transfers to other subject areas, including real-world applications.	**Did Not Demonstrate**	**Identifies** the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications.	**Demonstrates** the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications.	**Consistently** provides the relevance of instructional objectives/activities and how the content transfers to other areas, including real-world applications.		**Consistently** provides the relevance of instructional objectives/activities and how the content transfers to other areas, including real-world applications as evidenced by students expressing connections across content areas and life experiences.
Standard 8: Instructional Strategies (The teacher candidate…)						
17. Integrates technology to encourage students' digital literacy and the connection of academic content to real-world applications.	**Did Not Demonstrate**	**Identifies** how technology is used, as appropriate, to encourage students' digital literacy and their connection of academic content to real-world applications.	**Demonstrates** how to use technology, as appropriate, to encourage students' digital literacy and their connection of academic content to real-world applications.	**Consistently integrates** technology, as appropriate, to encourage students' digital literacy and their connection of academic content to real-world applications.		**Consistently integrates** technology, as appropriate, to encourage students' digital literacy and the connection of academic content to real-world applications as evidenced by students' use of technology to create relevant content related responses through digital means.
18. Integrates a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust or personalize instruction	**Did Not Demonstrate**	**Identifies** how a variety of questioning techniques can be used to involve all students, to maximize student interest, and to assess the need to adjust instruction.	**Demonstrates** the ability to use a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction.	**Consistently integrates** a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction.		**Consistently integrates** a variety of questioning techniques to involve all students as evidenced by students' engagement, interest and their ability to respond.
19. Uses whole class <u>and</u> small group activities that engage students in learning.	**Did Not Demonstrate**	**Identifies** whole class <u>and</u> small group activities that engage students in learning.	**Demonstrates** the ability to conduct whole class <u>and</u> small group activities that engage all students in learning.	**Consistently uses** whole class <u>and</u> small group activities that engage all students in learning.		**Consistently uses** whole class <u>and</u> small group activities to engage all students in learning as evidenced by all students participating in class activities, group roles and productive interactions.

Category IV: Professional Responsibility						
Standard 9: Professional Learning & Ethical Practice (The teacher candidate…)						
20. Responds appropriately to supervision and accepts responsibility for actions.	**Did Not Demonstrate**	**Identifies** professional expectations and practices professional behaviors.	**Demonstrates** professional behaviors and accepts feedback and responsibility for actions.	**Consistently demonstrates** professional behaviors, invites feedback and accepts responsibility for actions.		**Seeks** feedback from the principal, select colleagues, and students to improve practice as evidenced by their active participation in feedback processes.
21. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets.	**Did Not Demonstrate**	**Identifies** professional growth opportunities expected of teachers.	**Establishes** goals for professional growth as expected of teachers.	**Establishes** goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets.		**Establishes** goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidenced by students' functionality, interest, enjoyment and/or success in the class.
22. Follows ethical and legal practices of a professional educator.	**Did Not Demonstrate**	**Identifies** ethical and legal practices of a professional educator and follows these practices.	**Demonstrates** ethical and legal practices of a professional educator.	**Consistently follows** ethical and legal practices of a professional educator.		**Consistently follows** ethical and legal practices as evidenced by students' perceptions of teacher fairness, confidentiality, and professionalism.
23. Maintains organized, accurate, current, confidential, and secure educational records.	**Did Not Demonstrate**	**Identifies** effective and confidential practices for collecting and maintaining organized, accurate, current and secure educational records.	**Participates** in collecting and/or maintaining organized, accurate, current, confidential, and secure educational records.	**Consistently maintains** organized, accurate, current, confidential, and secure educational records.		**Consistently maintains** organized, accurate, current, confidential, and secure educational records as evidenced by students' and parents' access to reliable information regarding progress through protocols protecting privacy.
Standard 10: Leadership & Collaboration (The teacher candidate…)						
24. Performs professional and instructional responsibilities appropriate to the level of professional practice.	**Did Not Demonstrate**	**Observes** and **assists** the mentor in the classroom based on the first two co-teaching strategies.	**Demonstrates** participation with the mentor in classroom and instructional responsibilities based on the appropriate co-teaching strategies.	**Shares** all professional and instructional responsibilities with the mentor teacher based on the student teaching handbook and the co-teaching strategies.		**Performs** all professional and instructional responsibilities and collaborates as a member of the department and school's professional learning community.
25. Communicates clearly, grammatically, timely, and professionally with all stakeholders.	**Did Not Demonstrate**	**Identifies** ways to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders.	**Demonstrates** the ability to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders.	**Consistently communicates** clearly, grammatically, timely, and professionally with all stakeholders.		**Consistently communicates** clearly, grammatically, timely, and professionally as evidenced by stakeholders' ability and empowerment to respond and become engaged, as appropriate.

Professional Dispositions Survey

The teacher candidate…

26. Displays professionalism through regular attendance and being punctual.   No/Most of the Time/Always
27. Displays professionalism through appropriate appearance and demeanor.   No/Most of the Time/Always
28. Demonstrates appropriate respect for peers, professors, supervisors, and school personnel.   No/Most of the Time/Always
29. Demonstrates flexibility.   No/Most of the Time/Always
30. Demonstrates enthusiasm for teaching and learning.   No/Most of the Time/Always
31. Demonstrates preparedness for all responsibilities and meets deadlines for assignments and tasks.   No/Most of the Time/Always
32. Works well with limited supervision and guidance.   No/Most of the Time/Always
33. Demonstrates initiative.   No/Most of the Time/Always
34. Practices an ethical philosophy that promotes fairness, honesty, compassion, and social justice.   No/Most of the Time/Always

Narrative Feedback

35. What specific concerns do you have about the teacher candidate based on his/her performance?

36. What recommendations do you have to address the concerns and advance the candidate's skill sets?

37. What specific strengths did the teacher candidate demonstrate?

Verification of Clinical Experience

38. Did the candidate provide you with a final copy of the completed log sheet with clinical experience hours?   Yes/No

39. Do you verify that the candidate completed the hours as reported on the log sheet?   Yes/No

40. **For the Student Teaching Clinical Experience Only**: With the exception of the required days back on UCO's campus, how many days has the student teacher been absent?