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| Teacher Candidate | Spring Semester | Weeks | Kindergarten Subject/Grade Taught |
| Sunrise/Bismarck School & Town | Michelle Gust Cooperating Teacher | Janet Bassingthwaite 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 |
|---|--|---|---|---|---|---|--|----------------|
| <i>The teacher candidate...</i> | | | | | | | | |
| 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 "3" performance, partial success at rating of "4" | implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs | In addition to rating "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 | 3 |
| 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 | 3 |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | | *Rating |
| 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. | | | | | | | | |

Comments:

- Had them use thinking partners, reviewed vocab before the lessons, made anchor charts on the easel so all students could see the chart.
- Reviewed the lessons before moving on to make sure everyone understood the lesson

EDU 335 Practicum Rubric

Updated 1/18/2018

| InTASC Standard 2 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
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| <i>The teacher candidate...</i> | | | | | | | | |
| Exhibits fairness and belief that all students can learn | exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners | In addition to rating "3" performance, partial success at rating of "4" | exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners | In addition to rating "2" performance, partial success at rating of "3" | communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners | With assistance, partial success at rating of "2" | communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners | 3 |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | | Rating |
| Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. | | | | | | | | |
| Comments: -Did a nice job of using the classroom sticks throughout the lessons so the students own their learning. The students are used to this expectation, so they were more apt to listen to her instruction. During Shape Bingo, she walked around the room to assist students that needed extra support. | | | | | | | | |
| InTASC Standard 3 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
| <i>The teacher candidate...</i> | | | | | | | | |
| Structures a classroom environment that promotes student engagement | develops a highly engaging learning environment, taking into account student differences and learning needs | In addition to rating "3" | develops a learning environment that is consistently engaging for most students | In addition to rating "2" | attempts to develop a learning environment that is engaging for most students | With assistance, partial success | needs assistance in developing a learning environment that is engaging for most students | 2.5 |

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| Clearly communicates expectations for appropriate student behavior | communicates standards of conduct that are clear and effective | | communicates clear standards of conduct | | communicates standards of conduct that may not be clear | | has minimal standards of conduct in place | 2.5 |
| Responds appropriately to student behavior | teacher candidate monitors student behavior and responds appropriately on a consistent basis | | the teacher candidate monitors and responds to student behavior effectively | | the teacher candidate inconsistently monitors and responds to student behavior | | the teacher candidate needs assistance with monitoring student behavior or in responding consistently | 3 |

**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Comments:

-Whenever students are engaged in a game, they can get excited. Krista did a nice job of maintaining their behavior by using language they were familiar with such as “when we are quiet, we can go on”, “voices need to be off so you can hear”, etc.

| InTASC Standard 4 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
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The teacher candidate...

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| 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 to either remediate or deepen the learners’ understanding | In addition to rating “3” performance, partial | instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content | In addition to rating “2” performance, partial | 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 | 3 |
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| 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 | | 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 | 3 | |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | *Rating | |
| 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. | | | | | | | | |
| Comments: -She checked in with me to see what we were learning, which activities would be appropriate, and how long each lesson should last. | | | | | | | | |
| 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 | 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 | 2.5 |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | *Rating | |
| 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. | | | | | | | | |

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| <p>Comments:</p> <p>-With this age group it is difficult to do a lesson and an assessment within the same time frame. Krista and I visited about how to have them self-reflect on their art when art takes so long. Sometimes it is easier and more beneficial for the students to come back at a later time for reflection and assessment.</p> | |
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| InTASC Standard 7 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
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| <i>The teacher candidate...</i> | | | | | | | | |
| Connects lesson goals with school curriculum and state standards | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them | In addition to rating "3" performance, partial success at rating of "4" | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs | In addition to rating "2" performance, partial success at rating of "3" | plans for learning experiences that are aligned with learning goals | With assistance, partial success at rating of "2" | lesson plans are not aligned with learning goals | 2.5 |
| Collaboratively designs instruction | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists | | plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning | | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information | | plans instruction individually | 3 |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | | *Rating |
| <p>Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> | | | | | | | | |

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| <p>Comments:</p> <p>-Krista did a great job of following our curriculum/standards for kindergarten and meeting the needs of the students.</p> | |
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| InTASC Standard 8 | Distinguished (4) | (3.5) | Proficient (3) | (2.5) | Emerging (2) | (1.5) | Underdeveloped (1) | Rating |
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| <i>The teacher candidate...</i> | | | | | | | | |
| 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" | varies instruction for individuals or small groups to create learning experiences that are well matched to student needs | In addition to rating | varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs | With assistance | teaches individual or small group learning experiences without differentiating instruction | 3 |
| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | | | | | | | | Rating |
| 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. | | | | | | | | |
| Comments: | | | | | | | | |

| 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 "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 "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 | 3.5 |
| Uses self-reflection to improve teaching effectiveness | reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice | | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved | | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction | | reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement | 2 |

| <i>*The overall rating will be calculated as an average of the ratings for this standard.</i> | *Rating |
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| Standard #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, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | |
| Comments: -Krista did such a nice job of asking for feedback after each lesson. I was sick during one of her days with me so she observed another Kindergarten teacher on my team who teaches more in the Montessori style. Mrs. Gerhardt made the comment to me how Krista had great questions for her as well! | |

