

EDU 310 Practicum I Rubric

The EDU 300 Practicum Rubric will assess multiple criteria based on the InTASC standards.

1.0 Supports student learning through developmentally appropriate instruction

No Description

- 4.0 **Distinguished**

The practicum student implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas

- 3.0 **Proficient**

The practicum student implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs.

- 2.0 **Emerging**

The practicum student implements grade-level appropriate instruction, but does not account for individual learners' differences.

- 1.0 **Underdeveloped**

The practicum student implements instruction that exceeds or does not match a developmentally appropriate level for the students.

- n/a **Did Not Observe**

No Description

- 1.5 **Approaching Emerging**

No Description

- 2.5 **Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 □ Accounts for differences in students' prior knowledge

No Description

- **4.0 Distinguished**

The practicum student assesses student readiness for learning and expands on individual students' prior knowledge

- **3.0 Proficient**

The practicum student accounts for individual differences in students' prior knowledge and readiness for learning

- **2.0 Emerging**

The practicum student addresses students' prior knowledge as a class, but individual differences are not considered

- **1.0 Underdeveloped**

The practicum student does not account for differences in students' prior knowledge

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 Exhibits fairness and

belief that all students can

learn

No Description

▪ 4.0 **Distinguished**

The practicum student 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

▪ 3.0 **Proficient**

The practicum student 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

▪ 2.0 **Emerging**

The practicum student communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners

▪ 1.0 **Underdeveloped**

The practicum student communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Structures a classroom environment that promotes student engagement

No Description

▪ 4.0 **Distinguished**

The practicum student develops a highly engaging learning environment, taking into account student differences and learning needs

▪ 3.0 **Proficient**

The practicum student develops a learning environment that is consistently engaging for most students

▪ 2.0 **Emerging**

The practicum student attempts to develop a learning environment that is engaging for most students

▪ 1.0 **Underdeveloped**

The practicum student needs assistance in developing a learning environment that is engaging for most students

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Clearly

communicates expectations
for appropriate student
behavior

No Description

▪ 4.0 **Distinguished**

The practicum student communicates standards of conduct that are clear and effective

▪ 3.0 **Proficient**

The practicum student communicates clear standards of conduct

▪ 2.0 **Emerging**

The practicum student communicates standards of conduct that may not be clear

▪ 1.0 **Underdeveloped**

The practicum student has minimal standards of conduct in place

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Responds

appropriately to student
behavior

No Description

- **4.0 Distinguished**
The practicum student monitors student behavior and responds appropriately on a consistent basis
- **3.0 Proficient**
The practicum student monitors and responds to student behavior effectively
- **2.0 Emerging**
The practicum student inconsistently monitors and responds to student behavior
- **1.0 Underdeveloped**
The practicum student needs assistance with monitoring student behavior or in responding consistently
- **n/a Did Not Observe**
No Description
- **1.5 Approaching Emerging**
No Description
- **2.5 Approaching Proficient**
No Description
- **3.5 Approaching Distinguished**
No Description

1.0 **Effectively teaches**

subject matter

No Description

- **4.0 Distinguished**
The practicum student 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

- **3.0 Proficient**

The practicum student uses instructional practices that indicate an understanding of content knowledge and learning progressions; practices are complete and appropriate for the content

- **2.0 Emerging**

The practicum student displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

- **1.0 Underdeveloped**

The practicum student displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 Guides mastery of content through meaningful learning experiences

No Description

- **4.0 Distinguished**

The practicum teacher creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

- **3.0 Proficient**

The practicum student applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content

- **2.0 Emerging**

The practicum student attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content

- **1.0 Underdeveloped**

The practicum student applies inappropriate strategies in instructional practice to engage learners in mastery of content

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

- **1.0 Uses multiple methods of assessment**

No Description

- **4.0 Distinguished**

The practicum student designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs

- **3.0 Proficient**

The practicum student uses multiple assessments that align with the learning targets

- **2.0 Emerging**

The practicum student uses multiple assessments, but not all are aligned with the learning targets

- **1.0 Underdeveloped**

The practicum student uses limited assessment methods and items that are not aligned with learning targets

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

- **1.0** **Connects lesson**

goals with school curriculum

and state standards

No Description

- **4.0 Distinguished**

The practicum student plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

- **3.0 Proficient**

The practicum student plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs

- **2.0 Emerging**

The practicum student plans for learning experiences that are aligned with learning goals

- **1.0 Underdeveloped**

The practicum student's lesson plans are not aligned with learning goals

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 **Adjusts instructional plans to meet students' needs**

No Description

- **4.0 Distinguished**

The practicum student uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs

- **3.0 Proficient**

The practicum student uses information gained from assessment findings to customize instructional plans to meet students' needs

- **2.0 Emerging**

The practicum student uses assessment findings to modify instructional plans to meet students' needs

- **1.0 Underdeveloped**

The practicum student's plans are not adjusted to meet student learning differences or needs

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

- 1.0** **Collaboratively**

designs instruction

No Description

- **4.0 Distinguished**

The practicum student proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists

- **3.0 Proficient**

The practicum student plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning

- **2.0 Emerging**

The practicum student plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information

- **1.0 Underdeveloped**

The practicum student plans instruction individually

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 Differentiates

instruction for a variety of learning needs

No Description

▪ 4.0 **Distinguished**

The practicum student differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students

▪ 3.0 **Proficient**

The practicum student varies instruction for individuals or small groups to create learning experiences that are well matched to student needs

▪ 2.0 **Emerging**

The practicum student varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs

▪ 1.0 **Underdeveloped**

The practicum student teaches individual or small group learning experiences without differentiating instruction

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Instructional

practices reflect effective

communication skills

No Description

▪ 4.0 **Distinguished**

The practicum student articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning

▪ 3.0 **Proficient**

The practicum student listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction

▪ 2.0 **Emerging**

The practicum student articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others

▪ 1.0 **Underdeveloped**

The practicum student makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Uses feedback to

improve teaching

effectiveness

No Description

▪ 4.0 **Distinguished**

The practicum student seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest

▪ 3.0 **Proficient**

The practicum student accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness

▪ 2.0 **Emerging**

The practicum student accepts feedback to improve teaching effectiveness

▪ 1.0 **Underdeveloped**

The practicum student resists feedback to improve teaching effectiveness

▪ n/a **Did Not Observe**

No Description

▪ 1.5 **Approaching Emerging**

No Description

▪ 2.5 **Approaching Proficient**

No Description

▪ 3.5 **Approaching Distinguished**

No Description

1.0 Uses self-reflection

to improve teaching

effectiveness

No Description

- **4.0 Distinguished**

The practicum student reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice

- **3.0 Proficient**

The practicum student reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved

- **2.0 Emerging**

The practicum student reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction

- **1.0 Underdeveloped**

The practicum student reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 Upholds legal responsibilities as a professional educator

No Description

- **4.0 Distinguished**

The practicum student demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities

- **3.0 Proficient**

The practicum student acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities

- **2.0 Emerging**

The practicum student acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies

- **1.0 Underdeveloped**

The practicum student does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies

- **n/a Did Not Observe**

No Description

- **1.5 Approaching Emerging**

No Description

- **2.5 Approaching Proficient**

No Description

- **3.5 Approaching Distinguished**

No Description

1.0 Collaborates with colleagues to improve student performance

No Description

- **4.0 Distinguished**

The practicum student initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance

- **3.0 Proficient**

The practicum student develops supportive and collaborative relationships with colleagues that improve student performance

- **2.0 Emerging**
The practicum student develops cordial relationships with colleagues; attempts to improve student performance
- **1.0 Underdeveloped**
The practicum student develops relationships with colleagues that are characterized by negativity or combativeness
- **n/a Did Not Observe**
No Description
- **1.5 Approaching Emerging**
No Description
- **2.5 Approaching Proficient**
No Description
- **3.5 Approaching Distinguished**
No Description

Outcomes Linked to Criteria

Criterion: Supports student learning through developmentally appropriate instruction

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Accounts for differences in students' prior knowledge

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Exhibits fairness and belief that all students can learn

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Structures a classroom environment that promotes student engagement

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Clearly communicates expectations for appropriate student behavior

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Responds appropriately to student behavior

InTASC Standards 2013

Section	Description
Standard #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.

Criterion: Effectively teaches subject matter

InTASC Standards 2013

Section	Description
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.

Criterion: Guides mastery of content through meaningful learning experiences

InTASC Standards 2013

Section	Description

Section	Description
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.

Criterion: Uses multiple methods of assessment

InTASC Standards 2013

Section	Description
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 teacher's and learner's decision making.

Criterion: Connects lesson goals with school curriculum and state standards

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Adjusts instructional plans to meet students' needs

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Collaboratively designs instruction

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Differentiates instruction for a variety of learning needs

InTASC Standards 2013

Section	Description

Section	Description
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.

Criterion: Instructional practices reflect effective communication skills

InTASC Standards 2013

Section	Description
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.

Criterion: Uses feedback to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Uses self-reflection to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Upholds legal responsibilities as a professional educator

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Collaborates with colleagues to improve student performance

InTASC Standards 2013

Section	Description

Section	Description
Standard #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.