**U** OF **L** COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

# Student Teaching/Advanced Practicum Grading Rubric

**Student Teacher Candidate:** _____ID: _____ Date: _____

**Placement/Level:** _____**Cooperating Teacher:** _____**University Supervisor:** _____

**Name of person completing form**: _____     **FINAL GRADE** _____

The culminating experience of the ***U of L Developmental Teacher Preparation Model*** is designed for student teacher candidates to demonstrate progress toward meeting the initial-level performance of the Kentucky Teaching Standards. Evaluation of the student teaching experience is a collaborative process involving the teacher candidate, cooperating teacher and university supervisor.  The determination of the grade for student teaching is influenced by daily informal observation on the part of the cooperating teacher and formal evaluations by the cooperating teacher and university supervisor. Teacher Candidate Dispositions assessments and U of L Diversity Standard holistic assessment are also considered in the final evaluation. **The Student Teaching Grading Rubric** provides a format that clearly communicates to students the expectations and promotes consistency among university supervisors and cooperating teachers. This rubric is designed to measure performance against standards to compile a point total. It is not percentage-based.  A Student Teaching Grading Rubric will be completed at the end of each placement.

**A**     A grade of an "A" indicates that evidence supports that the student teacher candidate has demonstrated *overall* TARGET/EXEMPLARY performance toward meeting the knowledge and skills indicated on the Kentucky Teaching Standards (KTS) and has scored at the ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment and U of L Diversity Standard holistic assessment. Candidates may demonstrate DEVELOPING performance in three areas and earn an "A." The grade of an "A" will also indicate that the candidate has demonstrated TARGET performance in three (3) of the following KTS Standards: 1, 2, 3 and 4. **Score range is 30-33.**

**Score:** _____

**B**     A grade of a "B" indicates that evidence supports that the student teacher candidate has demonstrated DEVELOPING/TARGET performance toward meeting the knowledge and skills indicated on **most** of the Kentucky Teaching Standards and has scored at the ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment and U of L Diversity Standard holistic assessment. Candidates must demonstrate TARGET performance in at least two (2) areas of the following KTS Standards: 1, 2, 3 and 4.**Score range is 25-29.**

**Score:** _____

**C**     A grade of a "C" indicates that evidence supports that the student teacher candidate has demonstrated *overall* DEVELOPING performance toward meeting the knowledge and skills indicated on **most** of the Kentucky Teaching Standards and has scored at the IMPROVING/ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment and U of L Diversity Standard holistic assessment. **Score range is 21-24.**

**Score:** _____

A plus "+" or minus "-"designation may be given at the discretion of and in collaboration with all evaluative partners.

Two established protocols exist to ensure that student teachers have due process in addressing concerns for demonstrating progress toward meeting the KTS Standards and/or Teacher Candidate Dispositions. A **Communication of Concern** must be initiated to address concerns as they arise. An **Intensive Assistance Plan** is initiated to address more serious concerns and maps out a detailed plan of support.  Documentation of these protocols is needed for candidates who fall into the "C" performance level.

Candidates demonstrating a weak or inadequate performance (20 or lower) are not making sufficient progress toward meeting initial-level performance of the Kentucky Teaching Standards and/or the Teacher Candidate Dispositions and will not be recommended for certification. The members of the Intensive Assistance Plan Committee will discuss options that may exist for graduation without certification.

**Student Teaching Grading Rubric**

**Please indicate the level of progress demonstrated by the student teacher candidate for each of the Kentucky Teacher Standards listed below.**

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**Standard 1: Demonstrates Applied Content Knowledge**
Communicates concepts, processes, knowledge; Uses appropriate instructional strategies;
Connects content to lives of students; Identifies and addresses student misconceptions

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge | Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge | Demonstrates current & sufficient content knowledge and the ability to apply it toward developing student knowledge | Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge |
| 1 pt. | 2 pts. | 3 pts. | 3pts. |

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**Standard 2: Designs/Plans Instruction**
States appropriate learning objectives aligned with local/state standards; Aligns instruction with learning objectives;
Uses appropriate assessment aligned with learning objectives and instruction; Addresses higher- level thinking

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning | Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning | Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students | Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students |
| 1 pt. | 2 pts. | 3 pts. | 3pts. |

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## Standard 3: Creates and Maintains Learning Climate
Communicates confidence in students' ability to meet challenging objectives; Establishes clear standards of conduct;
Responds to all students with respect and concerns; uses strategies/methods to support diversity; Addresses individual needs; Creates classroom that is emotionally and physically safe

| Insufficient Evidence | Developing | Target | Exemplary |
|---|---|---|---|
| The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and/or integrate knowledge. | The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. |
| 1 pt. | 2 pts. | 3 pts. | 3pts. |

## Standard 4: Implements/Manages Instruction
Uses a variety of instructional strategies; Engages students throughout lesson; Implements instructions based on contextual information and assessment data; Uses classroom space and materials effectively; Promotes higher-order thinking

| Insufficient Evidence | Developing | Target | Exemplary |
|---|---|---|---|
| Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials. | Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials. | Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials. | Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials. |
| 1 pt. | 2 pts. | 3 pts. | 3 pts. |

**Student Teaching Grading Rubric**

## Standard 5: Assesses/Communicates Learning Results

Uses pre-assessments; Uses formative assessments to guide instruction; Uses variety of summative assessments to measure achievement; Describes, analyzes, evaluates student performance to determine progress; Promotes student self-assessment of learning

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction. | Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction. | Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction. | Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction. |
| 1 pt. | 2 pts. | 3 pts. | 3 pts. |

## Standard 6: Implements Technology

Uses technology to design and plan instruction; Uses technology to implement instruction; Integrates student use of technology into instruction; Ensures personal and student use of technology are ethical/legal

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders. | Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders. | Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders. | Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders |
| 1 pt. | 2 pts. | 3 pts. | 3 pts. |

**Student Teaching Grading Rubric**

## Standard 7: Reflects On and Evaluates Teaching/Learning
Reflects on and accurately evaluates student learning; Reflects on and accurately evaluates own instruction;
Identifies areas for professional growth using appropriate data

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth | Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data; proposes instructional change. | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change. |
| 1 pt. | 2 pts. | 3 pts. | 3 pts. |

## Standard 8: Collaborates with Colleagues/Parents/Others
Identifies students who would benefit by learning via collaboration; Designs and implements plan for collaborative learning;
Analyzes student learning data and identifies next steps

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort. | Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort | Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel [and parents/guardians]*; designs, implements and evaluates the outcomes from the collaborative effort *may not be applicable | Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps |
| 1 pt. | 2 pts. | 3 pts. | 3 pts. |

**Student Teaching Grading Rubric**

## Standard 10: Provides Leadership within School/Community/Profession
Provides professional leadership within the school and community

**Insufficient Evidence**

Fails to identify, create and /or implement a leadership opportunity that has any potential for positive impact

1 pt.

**Developing**

Identifies, creates and implements a leadership opportunity that has the potential for positive impact: describes an unrealistic purpose and scope of impact: provides limited analysis of data to evaluate the executed plan.

2 pts.

**Target**

Identifies, creates and implements a realistic leadership opportunity that has potential for positive impact: is clearly described in scope, purpose, and impact; analyzes data to evaluate the executed plan, provides limited analysis of data to evaluate the executed plan.

3 pts.

**Exemplary**

Identifies, creates and implements realistic leadership opportunity that have potential for positive impact, are clearly described in scope, purpose, and impact; analyzes data to evaluate the executed plan and provide for sustainability of the project.

3 pts.

## Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society
The candidate's instructional and assessment materials affirm differences and groups. The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups. The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, and cultural, linguistic, religious, gender and economic groups.

**Needs Improvement**

Behavior is displayed occasionally. (Behavior has been identified and change is not occurring or is not intentional.)

1 pt.

**Emerging**

Behavior is displayed frequently (Behavior is changing. Mentors and supervisors see improvement).

2 pts.

**Acceptable**

Behavior is displayed frequently and consistently.

3 pts.

*This box intentionally left blank.*

**Student Teaching Grading Rubric**

## Dispositions

Based off of the Pilot 2016 Dispositions Rubric with the following dimensions: Professionalism, Critical Thinking and Commitment to Teaching.

| **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
|---|---|---|---|
| The candidate's scores based off of the dispositional assessment showed that they were at the insufficient level on most constructs of the rubric. | The candidate's scores based off of the dispositional assessment showed that they were developing on most constructs of the rubric. | The candidate's scores based off of the dispositional assessment showed that they were target on most constructs of the rubric. | The candidate's scores based off of the dispositional assessment showed that they were exemplary on most constructs of the rubric. |
| 1 pt. | 2 pts. | 3 pts. | 3pts. |

**Comments:**


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**Student Teacher Candidate**

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**Cooperating Teacher/University Supervisor**