

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standards #1, #3, #4, and #5. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions	
Standard 1: Demonstrates Applied Content Knowledge	1.1 Communicates concepts, processes and knowledge; InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A CEC: ISCI3 K2 {Demonstrates knowledge of} Scope and sequences of general and special curricula; ISCI 6 S8 Use verbal, nonverbal, and written language effectively.					
	LBD: <input type="checkbox"/> Describes concepts using language appropriate for students <input type="checkbox"/> Presents accurate instructional content to learners <input type="checkbox"/> Elicits explanations of key concepts from students					
	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.		
	1.2 Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E CEC: ISCI5 S20-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; ISCI5 S16 -Use strategies to facilitate maintenance and generalization of skills across learning environments.					
	LBD: <input type="checkbox"/> Lesson began with relating topic to prior knowledge <input type="checkbox"/> Tasks linked to student needs and life (real-world connections) <input type="checkbox"/> Tasks used in context and generalized to other settings/skills					
	Fails to connect content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.		
	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; PGES Domains 1A, 1E, 3A, 3C, 3D, 3E CEC: IGC5 S1-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.					
	LBD: <input type="checkbox"/> Instructional strategies are demonstrated with accuracy.					
	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.		
	1.4 Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E CEC: ISCI1 K5- {Demonstrates knowledge of} Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.					
LBD: <input type="checkbox"/> Provides multiple opportunities for student response during instruction.						
Fails to provide opportunities and guidance for students to consider	Provides an opportunity and guidance for students to consider lesson	Provides multiple opportunities and guidance for students to consider	Provides multiple opportunities and guidance for students to consider			

lesson content from different perspectives, or perspectives that extend students' understanding.	content from a different perspective in order to extend their understanding.	lesson content from different perspectives in order to extend their understanding.	lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding.	
1.5 Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A CEC: IGC5 S19-Teach individuals with exceptionalities to monitor for errors in oral and written language.				
Inconsistently identifies student misconceptions related to content.	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
Holistic Assessment of KTS Standard 1				
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 and 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.	

	Insufficient	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 3: Creates and Maintains Learning Climate	3.1 Communicates high expectations; InTASC 3, 6; PGES Domains 1F, 2A, 2B CEC: ISCI5 S5-Sequence, implement, and evaluate individualized learning objectives.				
	LBD: <input type="checkbox"/> Generally presents tasks that are at appropriate level of difficulty for all students <input type="checkbox"/> Provides students with opportunities to explain their thinking				
	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C CEC: ISCI6 K2- {Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation. ISCI5 S3-Use functional assessments to develop intervention plans. ISCI2 S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued. ISCI2 S10-Use effective and varied behavior management strategies. IGC5 S9-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities. ISCI5 S17-Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.				
	LBD: <input type="checkbox"/> Generally delivers more praise than reprimands or directives <input type="checkbox"/> Reviews behavior expectations at the onset of the lesson (presented in a format that is accessible for <i>all</i> students)				
	Fails to establish a positive learning environment for students.	Candidate requires further development in creating a positive learning environment for students.	Establishes a positive learning environment for students.	Incorporates relevant strategies to create a positive learning environment for students.	
	3.4 Fosters mutual respect between teacher and students and among students. InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI5 S12-Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. IGC5 S29-Design, implement, and evaluate instructional programs that enhance social participation across environments. ISCI2 S13-Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.				
	LBD: <input type="checkbox"/> Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan <input type="checkbox"/> Refrains from using sarcasm, insults, and talking about students in their presence				
	Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect between teacher and students and among students.	Promotes a view of mutual respect between teacher and students and among students.	Clearly promotes a broad view of mutual respect between teacher and students and among students.	
	3.5 Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI2 S4- Design learning environments that encourage active participation in individual and group activities				
LBD: <input type="checkbox"/> Positioned to supervise all students in the classroom <input type="checkbox"/> Responses to problem behavior appear to address function					
Fails to create an environment that is emotionally and/or physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation.	Provides an environment that is both emotionally and physically safe for all students.	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of		

			students.	
3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C CEC: ISC1 K12 {Demonstrates knowledge of} Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences; IGC1 K3- {Demonstrates knowledge of} Etiologies and medical aspects of conditions affecting individuals with exceptionalities; ISC15 S6-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.				
LBD: <input type="checkbox"/> Appropriate accommodations are made for students <input type="checkbox"/> Content, resources, and strategies respond to cultural, linguistic, and gender differences				
Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
Holistic Assessment of KTS Standard 3				
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.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 4: Implements and Manages Instruction	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1] InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E CEC: ISCI 5 S19-Use strategies to support and enhance communication skills of individuals with exceptionalities. IGC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	LBD: <input type="checkbox"/> Provides ample opportunities for interactions and discussion among teacher/student and student/student <input type="checkbox"/> Uses scaffolding techniques (consistently providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson. <input type="checkbox"/> Uses a variety of question types including those that promote higher-order thinking skills throughout the lesson.				
	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Modify instructional practices in response to ongoing assessment data.				
	LBD: <input type="checkbox"/> Teacher uses appropriate reinforcement schedules based on student performance <input type="checkbox"/> Teacher adjusts instruction based on student performance <input type="checkbox"/> Teacher differentiates through content/process/product				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A CEC: ISCI5 S10 – use instructional time effectively; IGC5 S6 – Modify pace of instruction and provide organizational cues ISCI2 S12 – design and manage daily routines				
	LBD: <input type="checkbox"/> Lesson began on time <input type="checkbox"/> Smooth transitions throughout the lesson <input type="checkbox"/> Provides closure <input type="checkbox"/> Demonstrates effective use of pacing				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; PGES Domains 1D, 2C, 2E CEC: ISC5 S9 – Prepare and organize materials to implement daily lesson plans; IGC5 S7-Use appropriate adaptations and technology for all individuals with exceptionalities; ISCI2 S9- Create an environment that encourages self-advocacy and increased self independence; IGC2 K2- {Make} adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities				
LBD: <input type="checkbox"/> Materials and technology ready for use <input type="checkbox"/> Materials and environments are structured in a way that promotes student engagement					
Ineffective use of space and materials that interferes with	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently.		

instructional efficiently.				
4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B CEC: IGC5 S11-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs; IGC5 S12 – Use responses and errors to guide instructional decisions and provide feedback to learners				
LBD: <input type="checkbox"/> Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire <input type="checkbox"/> Uses instructive feedback to allow for students to elaborate on given responses				
Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking.	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
Holistic Assessment of KTS Standard 4				
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.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 5: Assesses and Communicates Learning Results	5.1 Uses pre-assessments; InTASC 6; PGES Domain 1F See Lesson Plan Standards 2.2 and 2.3				
	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	
	5.2 Uses formative assessments; InTASC 6; PGES Domains 1F, 3D CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21- Modify instructional practices in response to ongoing assessment data. ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptionalities				
	LBD: <input type="checkbox"/> Check for understanding of content throughout the lesson <input type="checkbox"/> Collects data on student performance <input type="checkbox"/> Present graphed data on student objective				
	Fails to use formative assessments to determine student progress or to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.	
	5.3 Uses summative assessments; InTASC 6; PGES Domain 1F CEC: ISCI4 S2-Administer nonbiased formal and informal assessments. ISCI4 S4-Develop or modify individualized assessment strategies.				
	Fails to consider summative assessments aligned to instructional objectives.	Uses summative assessments partially aligned to instructional objectives.	Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.	
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D CEC: ISCI2 S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IGC5 S12-Use responses and errors to guide instructional decisions and provide feedback to learners.				
	LBD: <input type="checkbox"/> Adjust instruction based on student responses				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	
5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C CEC: ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. IGC4 S1-Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities. ISCI4 S7-Report assessment results to all stakeholders using effective communication skills.					

Fails to communicate learning results with students in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner and recommends future actions.		
5.6 Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C CEC: IGC2 S4-Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults; ISC15 S2-Involve the individual and family in setting instructional goals and monitoring progress; ISC15 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.					
LBD: <input type="checkbox"/> Provides opportunities for students evaluate their own performance					
Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.		
Holistic Assessment of KTS Standard 5					
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.		

Standard 6: Demonstrates the Implementation of Technology

Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
6.1 Uses available technology to design and plan instruction. CEC: ISCI5 S7-Incorporate and implement instructional and assistive technology into the educational program				
Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students.	
6.2 Uses available technology to implement instruction that facilitates student learning. : InTASC 1,4, 7; PGES Domains 1E, 2E CEC: IGC5 S7 – Use appropriate adaptations and technology for all individuals with exceptionalities				
LBD: <input type="checkbox"/> Technology is used to enhance instruction and engage students				
Fails to use appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students.	
6.3 Integrates student use of available technology into instruction. CEC: ISCI5 S7-Incorporate and implement instructional and assistive technology into the educational program.				
LBD: <input type="checkbox"/> Students are able to use technology				
Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs.	
6.4 Uses available technology to assess and communicate student learning. CEC: ISCI4 S3 – Use technology to conduct assessments				
Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
6.5 Demonstrates ethical and legal use of technology. CEC: no separate standards				
Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of	

				technology.	
Holistic Assessment of KTS Standard 6					
	<p>Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes.</p> <p>Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.</p>	<p>Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes.</p> <p>Demonstrates effective use of technology to manage student information and communicate with stakeholders.</p>	<p>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.</p>	<p>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.</p> <p>Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders.</p>	