U of L COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching-MSD-Summer 2015

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, #5, and #6. 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 K1 {Demonstrates knowledge of}Scope and sequences of general and special curricula; ISCI 6 S9-Use verbal, nonverbal, and written language effectively.**				
	MSD: □ Describes concepts using language appropriate for students' receptive skill repertoire □ Presents accurate instructional content to learners				
	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: ISCI 5 S20-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; ISCI 5 S16 -Use strategies to facilitate maintenance and generalization of skills across learning environments.				
	MSD: □ Ensures all students can respond during instruction (Prepared AAC, PECS) □ Instructional content is appropriate for student current skill repertoire. □ Demonstrates the use of strategies to promote generalization				
	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: IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities;				
	MSD: □ Accurately uses systematic instructional procedures (simultaneous prompting, constant time delay, system of least prompts)				
	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.				
	□ Content, resources, and strategies respond to cultural, linguistic, and gender differences				
	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider 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: IIC5 S8-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.				
	MSD: □ Generally presents tasks that are at appropriate level of difficulty for all students □ Previews upcoming events for students				
	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. IIC5 S4-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. **MSD for 3.2, 3.4, 3.5:** □ Generally delivers more praise than reprimands or directives □ Reviews behavior expectations at the onset of the lesson (presented in a format that is accessible for *all* students) □ Positioned to supervise all students in the classroom □ Responses to problem behavior appear to address function □ Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan □ Refrains from using sarcasm, insults, and talking about students in their presence				
	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. IIC5 S18-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.				
	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: IIC2 S6- Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities.				
	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: IIC1 K2 {Demonstrates knowledge of} Impact of sensory impairments, physical and health exceptionalities on individuals, families and society; IIC1 K2-{Demonstrates knowledge of}Etiologies and medical aspects of conditions affecting individuals with exceptionalities; ISCI5 S6-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

MSD: □Appropriate accommodations are made for students with sensory impairments

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.	

4

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 4: Implements and Manages Instruction	\multicolumn{5}{}{**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. IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	**MSD:** □ All students have a functional communication system □Teacher uses prompts to promote successful communicative/instructional interactions □Uses active responding strategies and or small group instruction to ensure frequent OTR □ Uses accurate prompting methods}				
	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.				
	**MSD:** □ Teacher uses appropriate reinforcement schedules based on student performance □ Teacher adjusts instruction based on student performance (antecedents, prompts, feedback) □ 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.	
	\multicolumn{5}{}{**4.3 Uses time effectively;** InTASC 5; PGES Domains 1D, 2C, 3A CEC: ISCI5 K1-{Demonstrates knowledge of} Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. IIC2 S3-Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities.				
	**MSD:** □ Pace results in multiple OTR for all students and decreased opportunities for students to engage in problem behavior □ Students do not sit for extended periods of time without instruction (all students are active participants in the instructional process) □ Provides lesson closure				
	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: IIC5 S3-Use appropriate adaptations and technology for all individuals with exceptionalities; IIC2 S7-Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments; IIC2K3- {Make} adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities}				
	\multicolumn{5}{}{**MSD:** □ Minimal time is spent in material preparation and explaining directions to paraprofessionals □Materials and environments are structured in a way that promotes student independence}				
	Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently.	

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: IIC5 S6-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; ISCI 2 S8--Teach self-advocacy; ISCI2 S9-Create an environment that encourages self-advocacy and increased independence.

MSD: □ Models correct responses/products for student to use as comparisons   □ Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire
□ 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
	5.1 Uses pre-assessments; InTASC 6; PGES Domain 1F See Source of Observation: Lesson Plan				
Standard 5: Assesses and Communicates Learning Results	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				
	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.	
	MSD for 5.2 and 5.3: □ Check for understanding of content □ Adjust instruction based on student responses □ Collects data on student performance				
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D See Source of Observation: Post Observation Reflection CEC: ISCI2S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IIC5 S7-Use responses and errors to guide instructional decisions and provide feedback to learners.				
	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 See Source of Observation: Post Observation Reflection CEC: ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. IIC4 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: IIC2 S5-Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults; ISCI5 S23-Involve the individual and family in setting instructional goals and monitoring progress; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

MSD: □ Provides opportunities for students evaluate their own performance   □ Uses visual schedules/or token systems to promote student self assessment of progress through tasks or toward reinforcement

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.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 6: Demonstrates the Implementation of Technology	**6.1 Uses available technology to design and plan instruction.** CEC: IIC4 S4-Develop and use a technology plan based on adaptive technology assessment. IIC7 S1-Participate in the selection and implementation of augmentative or alternative communication systems. IIC5 S10-Plan instruction on the use of alternative and augmentative communication systems.				
	MSD: □ Identifies appropriate technology needed for all students to actively participate in the lesson				
	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: IIC1 K10-{Demonstrates knowledge of} Communication and social interaction alternatives for individuals who are nonspeaking. IIC2 S2--Use and maintain assistive technologies.				
	MSD: □ Technology is used to enhance instruction (more than just a preferred activity or reinforcer)				
	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.				
	MSD: □ Students are able to access technology (adapted mouse, para-support)				
	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: no separate standards				
MSD: □ Ensures all students can respond during assessment (prepared AAC, PECS, etc.)				
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				
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.	