COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching (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, and #5. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) 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				
	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				
	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				
	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				
	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				
	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 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.	

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	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	3.1 Communicates high expectations; InTASC 3, 6; PGES Domains 1F, 2A, 2B				
	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				
	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.	
	3.3 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				
Standard 3: Creates and Maintains Learning Climate	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.	
	3.4 Fosters mutual respect between teacher and students and among students.				
	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				
	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.	
	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
	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				
Standard 4: Implements and Manages Instruction	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				
	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				
	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				
	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				
	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.	

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	Insufficient Evidence	Development	Target	Exemplary	Comments/Questions /Suggestions
Standard 5: Assesses and Communicates Learning Results	**5.1 Uses pre-assessments;** InTASC 6; PGES Domain 1F				
	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				
	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				
	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				
	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,				
	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				
	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.	