**Methods Teaching Field Experience Grading Rubric**



**Student Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_**

**Placement/Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of person completing form**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **FINAL GRADE** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Advanced Professional Phase of the ***U of L Developmental Teacher Preparation Model*** is designed for methods candidates to demonstrate continued progress toward meeting the initial-level performance of the Kentucky Teaching Standards. Evaluation of the methods experience is a collaborative process involving the candidate, mentor teacher and university supervisor. The determination of the PASS/FAIL grade is influenced by informal and formal observation on the part of the university supervisor/mentor teacher. Teacher Candidate Dispositions assessments are also considered in the final evaluation. The **Methods Teaching Field Experience Grading Rubric** provides a format that communicates to students the expectations and promotes consistency among evaluators. This rubric is designed to measure performance against standards. A Methods Teaching Field Experience Grading Rubric will be completed at the end of each methods semester and may encompass more than one content and/or special education course.

In order to receive a “PASS” grade, methods candidates should be over-all developing in each of standards below as well as dispositions.

Two established protocols exist to ensure that candidates have due process in addressing concerns for demonstrating continued 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 are endanger of receiving a “FAIL” grade.

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

**Standard 1:** Demonstrates current and sufficient content knowledge and the ability to apply toward developing student knowledge.

**Exemplary**

Demonstrates extensive breadth and depth of content knowledge and excels in the application toward the development of student knowledge.

**Target**

Demonstrates current and sufficient content knowledge and the ability to apply toward developing student knowledge.

**Developing**

Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.

**Insufficient Evidence**

Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge.

**Standard 2:** Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for identified different groups of students.

**Target**

Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for identified different groups of students.

**Exemplary**

Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for individuals and identified different groups of students.

**Developing**

Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for students.

**Insufficient Evidence**

Fails to plan instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning

**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

**Exemplary**

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.

**Target**

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.

**Developing**

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.

**Insufficient Evidence**

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.

**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

**Exemplary**

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.

**Target**

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.

**Developing**

Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.

**Insufficient Evidence**

Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.

**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

**Exemplary**

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.

**Target**

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.

**Developing**

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.

**Insufficient Evidence**

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.

**Standard 7:** Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.

**Exemplary**

Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.

**Target**

Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.

**Developing**

Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.

**Insufficient Evidence**

Fails to reflect upon and evaluate instructional practice, cite relevant data, and/or identify areas for growth.

**Teacher Candidate Dispositions**

**Professional Commitment and Responsibility, Professional Relationships, and Critical Thinking and Reflective Practices**

**Insufficient Evidence**

Behavior displayed is contrary to expectations for the disposition.

**Developing**

Behavior is displayed occasionally.

**Target**

Behavior is displayed frequently.

**Exemplary**

Behavior is displayed frequently and consistently.

**Overall Comments/Evidence:**

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**Methods Candidate Mentor Teacher/University Supervisor**