

CLINICAL PLACEMENT EVALUATION RUBRIC: InTASC COMPETENCIES & DISPOSITIONS

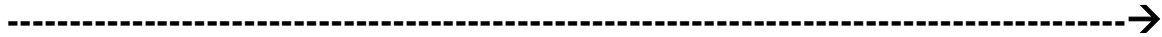
Program/Endorsement: _____

___ Methods Placement

___ Student Teaching

Date _____

Consider each rubric to be a developmental continuum. Please put a check on the place on line above the rubric to mark the place on the continuum you have observed the teacher candidate to be.



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Competency 1: Student Learning The Luther TEP Candidate 1.1 understands how children learn and develop 1.2 provides learning opportunities that support the learner's intellectual, career, social, and personal development.	<u>Knowledge & Skills</u> <ul style="list-style-type: none"> • Uses developmentally inappropriate activities and/or assignments. • Does not plan appropriate activities and/or assignments for diverse learners. • 	<u>Knowledge & Skills</u> <ul style="list-style-type: none"> • Inconsistently uses developmentally appropriate activities and/or assignments • Plans appropriate activities and assignments for diverse learners only in consultation with mentor. 	<u>Knowledge & Skills</u> <ul style="list-style-type: none"> • Uses developmentally appropriate planning and teaching to accommodate diverse learners. • Uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of learners. 	<u>Knowledge & Skills</u> <ul style="list-style-type: none"> • Meets all proficient level expectations • Involves students in planning and implementing ideas appropriate to the needs of the learners. • Provides rich opportunities for students to gain deep understandings.

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<u>Dispositions</u> <ul style="list-style-type: none"> • Does not display an awareness of “developmentally appropriate practice.” 	<u>Dispositions</u> <ul style="list-style-type: none"> • Inconsistently shows an awareness that children/ students develop over time. 	<u>Dispositions</u> <ul style="list-style-type: none"> • Is alert to students’ developmental stages. • Accepts students at their developmental level and allows them to move to the next level. 	<u>Dispositions</u> <ul style="list-style-type: none"> • Accepts students “where they are” and finds opportunities to allow them to the next level. • Values the input and contributions of families, colleagues and other professionals and understands each student’s growth as a learner.

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<p>Competency 2: Diverse Learners The Luther TEP Candidate 2.1 understands how children differ in their approaches to learning 2.2 provides learning opportunities supporting the diverse learners' intellectual, social, and personal development.</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> Does not make adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessment. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> Makes few adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management and assessment. Identifies needs of students related to cultural differences 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> Makes appropriate adjustment for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessment. Background in multiculturalism is used to inform lessons and support teaching. Demonstrates awareness of diversity and learners' social, emotional, physical needs. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> Meets all proficient level expectations. Collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment. Seeks to increase own base of knowledge with respect to school, community, world cultures and learner characteristics.
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> Does not display an awareness of cultural diversity with respect to culture, school or community. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> Shows awareness of cultural differences but is reluctant to discuss cultural differences or to intervene in problematic interactions. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> Respects confidentiality. Is aware of and respects school, community and world cultures. Shows awareness of individual differences in the classroom and takes appropriate actions as needed. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> Models sensitivity to differences among learners related to culture, family characteristics, and students' learning styles and abilities. Expresses both willingness and interest drawing upon home and community resources to support the diverse learners' intellectual, social and personal development.
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<p>Competency 3: Communication The Luther TEP Candidate 3.1 uses knowledge of effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation 3.2 fosters active inquiry, collaboration, and supportive interaction in the classroom 3.3 uses media and technology appropriately and effectively</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Oral expression is monotone and inaudible in large group presentations. • Uses oral language that often contains grammatical errors. • Rarely plans or initiates classroom discussion and questioning techniques. • Written communication contains several spelling errors, illegible and/or inappropriate for the class level. • Written communication is confusing and unclear for readers. • Does not listen to the questions, concerns, and experiences of students. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Oral expression is audible, engaging, and generally grammatically correct. • Occasional oral grammatical errors are not corrected or corrected only when prompted. • Plans and conducts class discussions but only uses low level (knowledge and comprehension) questions during discussion. • Written communication is generally correct and appropriate to class level. • Attempts to find appropriate media and technology in planning & instruction. • Thinks about implementing technology and tries one or two lessons with technology. • Is not aware of non-verbal messages or signals of students. • Spends the majority of time talking and very little time listening. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Clearly expresses expectations orally in a clear and correct manner for all audiences. • Uses active listening strategies when communicating with all audiences. • Clear, grammatically correct written language spelled correctly, both informally and formally. • Plans for and executes high level questioning techniques during class discussions. • Frequently selects and implements a variety of media technology in planning, instruction and assessment. • Demonstrates proficiency by planning and assessing effectiveness of technology in lessons. • Understands the idea of “talking so students listen, and listen so students talk.” 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Meets all expectations at the proficient level. • Plans and uses <i>multiple</i> written and oral strategies to challenge students and stimulate their language development. • Plans and guides students to answer as well as form high level questions. • Encourages students to experiment with appropriate media and technology. • Provides multiple examples of effective modeling of all communication arts.
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Does not explore or select and implement appropriate media technology in planning, instruction and assessment. • Expresses feelings that he/she isn't “good” with technology and has no interest in learning. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Expresses an interest and willingness to learn ways of integrating technology into lessons. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Frequently expresses an interest in finding alternative ways to teach concepts using technology to enhance instruction. <p>Expresses a willingness to learn new technology even when not familiar with the hardware or software.</p>	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Expresses an interest in finding original ways to incorporate media/technology in curriculum and instruction. • Appreciates technology and thinks of creative ways to foster communication with technology.
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<p>Competency 4: Learning Environment The Luther TEP Candidate 4.1 understands individual and group motivational behavior 4.2 creates a learning environment that encourages positive social interaction, active engagement in learning and self motivation 4.3 maintains an effective classroom management system</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) • Inadequate planning, goal setting, and ability to establish realistically high expectations for learners • Ineffective use of materials, transitions, and positive attitude • Poor directions/ procedures that result in frequent learner time off task 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Adjusts physical room environment only when mentor teacher asks • Sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and conveys realistically high expectations for the learners • Use of materials, transitions, and positive attitude effectively is inconsistent 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Demonstrates understanding of correlation between physical environment and student learning • Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners • Consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude • Consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions • Noninstructional duties (attendance, lunch count, etc.) are attended to while learners are engaged with academic tasks • Directions and procedures are consistently clear and concise, resulting and concentrating learner time on task 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Meets all proficient level expectation • Takes initiative to see that the classroom provides a nurturing and safe learning environment for all students • Independently plans and implements comprehensive lessons for most effective learner time on task • Learner motivation and monitoring are built into plans as well as regular classroom expectation • Actively employs creative ways to promote learning and self discipline
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Inappropriate responses to behavior that result in frequent interruptions • Uses negative reinforcement, and rewards inappropriately 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Beginning to respond appropriately to behavior, reducing disruptions • Uses positive rewards and reinforcements inconsistently 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Consistently uses positive reinforcement and rewards for all learners <p>Responds appropriately to behaviors and works proactively to prevent disruptions</p>	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Models positive social interactions that build a supportive learning environment for students, other faculty and staff • Is committed to supporting students as they participate within the learning environment
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<p>Competency 5: Instructional Strategies The Luther TEP Candidate 5.1 understands a variety of instructional strategies for critical thinking 5.2 uses these strategies to encourage students' development of critical thinking, problem solving and performance skills</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Uses plans with little significance, inadequate or little meaning, and no room for evaluating criteria and objectives of the material • Uses incomplete lessons plans, scanty evidence, and/or makes use of limited instructional techniques, appeals to low level thinking 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Uses plans with appropriate level significance, adequate criteria for evaluating and introduce material using some varied strategies • uses complete lesson plans, makes use of limited instructional techniques, and appeals to minimal level of inquiry and independent thinking. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Uses plans that reflect appropriate variety and strategies to encourage purposeful thinking, self regulation judgment • Uses reflection to adjust lessons and implements changes based on reflections 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Meets all proficient expectations • Uses short term plans that are consistently tied to long term goals • Uses and embeds supplemental materials to accomplish meaningful instruction that helps students further develop the critical thinking skills of: determining meaning, increasing observation skills, self-regulation, inference, and purposeful and evidential significance.
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Demonstrates little connection between planning, standards, benchmarks, and assessments 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Demonstrates some connections between instructional planning, standards, benchmarks, and assessments 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • demonstrates independent planning preparation and requires little input from mentor • Demonstrates collaborative efforts for benefit of learners, increases the opportunity for problem solving and performance skills • Invites creative problem solving by students, invites development of their analysis and interpretation • Assessment informs instruction and planning 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • consistently and with skill manages time for correctives and enrichment • Assessment, planning and instruction are seamless
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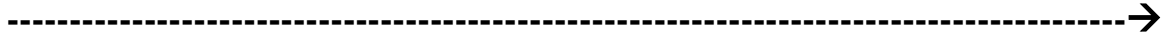
<p>Competency 6: Planning Instruction The Luther TEP Candidate 6.1 demonstrates knowledge of subject matter, students, the community, and curriculum goals 6.2 effectively plans instruction based on knowledge of subject matter, students, the community and curriculum goals</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Planning does not reflect knowledge of subject matter • Planning does not reflect knowledge of the students • Does not seek outside human or physical resources which would enhance learning • Shows little awareness of curriculum goals 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Planning inconsistently reflects knowledge of subject matter • Planning inconsistently reflects knowledge of the students • Inconsistently plans using knowledge of curriculum goals • Rarely seeks outside human or physical resources which would enhance learning 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Planning consistently reflects knowledge of subject matter • Planning consistently reflects knowledge of students • Planning consistently demonstrates knowledge of curriculum goals • Regularly seeks outside human or physical resources as a part of lessons planning (i.e. other teachers, librarians, specialists, technology etc.) 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Meets all proficient level expectations • Planning reflects effective use of human and physical resources • Involves students in some of the planning <p><u>Depositions</u></p> <ul style="list-style-type: none"> • Regularly shows excitement as he/ she seeks to strengthen lessons planning by increasing his/her knowledge of the subject matter, and the community • As part of the planning process, regularly seeks to understand the long-term curriculum goals relative to lesson objectives/unit goals
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<p><u>Depositions</u></p> <ul style="list-style-type: none"> • Shows marginal interest in planning instruction that reflects knowledge of the subject matter • Shows little interest in planning lessons that relate to the students • Shows little interest in getting to know the community as a way to connect the learning 	<p><u>Depositions</u></p> <ul style="list-style-type: none"> • Inconsistently shows interest in increasing his or her knowledge of subject matter to plan more effectively • Inconsistently shows interest in planning lessons that relate to students • Inconsistently shows interest in getting to know the community as a way to connect the learning 	<p><u>Depositions</u></p> <ul style="list-style-type: none"> • Routinely seeks to increase his or her knowledge of the subject matter • Routinely explores ways to relate the subject to students • Routinely seeks ways to get to know the community as a way to connect the learning 	<p><u>Depositions</u></p> <ul style="list-style-type: none"> • Regularly shows excitement as he/ she seeks to strengthen lessons planning by increasing his/her knowledge of the subject matter, and the community • As part of the planning process, regularly seeks to understand the long-term curriculum goals relative to lesson objectives/unit goals
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<p>Competency 7: Assessment The Luther TEP Candidate 7.1 understands formal and informal assessment tools and strategies 7.2 uses the tools and strategies to evaluate the continuous intellectual, social and physical development of each learner</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • No apparent connection between standards, benchmarks, and assessments reflected in planning and teaching. • No evidence of formative assessment. • Uses assessments only for grading purposes. • No evidence that assessment informs instruction. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Limited connections between standards, benchmarks, and assessment in planning. • Inconsistent use of formative assessment in planning and teaching. • Does not use assessment evidence to inform instruction. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Connects standards, benchmarks, and assessment. • Differentiates formative and summative assessment. • Draws appropriate conclusion from assessment data to inform planning and instruction. • Appropriate use of assessment and materials. • Uses knowledge of assessment and materials. • Uses knowledge of students' intellectual, social, and physical development as he/she plans. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Assessment, planning and instruction are seamless. • Creates assessment documents which reflect student learning and inform instruction. • Automatically relates students' intellectual, social, and physical development in planning.
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Shows little interest in student learning as it develops throughout a unit. • Shows little interest in student development outside academic development. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Inconsistent interest in data analysis of formative and summative assessment results. • Inconsistent interest shown in the development of the "whole child." 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Routinely analyzes student learning data. • Routinely monitors the development of the "whole child." 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Appreciates assessment as an integral part of teaching and learning. • Is excited by the challenge to assess in an ongoing way to inform both the teacher and students. • Is committed to the ethical use of assessments and assessment data to support learners' growth.
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<p>Competency 9: Relationships with Parents, Colleagues, and the Larger Community The Luther TEP Candidate 9.1 fosters relationships with parents, colleagues, and organizations in the larger community to support students' learning and development</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Does not seek guidance from cooperating teacher. • Depends entirely on mentor for evaluation input. • Does not participate in meetings, etc. or participates inappropriately. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Dependent upon guidance and direction from mentor on how to talk with parents/guardians. • Makes minimal parent/guardian contact when appropriate. • Participates in activities outside the classroom only when specifically asked. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Accepts constructive criticism & acts on it. • Participates in school meetings and contributes as necessary and appropriate. • Teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls, etc.). • Responds to parental concerns professionally and with sensitivity in consolation with mentor. • Finds ways to connect life outside classroom to learning in the classroom. 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • Meets all proficient level expectations. • Actively contributes to the work of the faculty on a teaching team. • Independently handles positive parent contacts, when appropriate. • Volunteers for at least one extra-curricular school activity when available.
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Prejudges particular individuals or groups. • Avoids interactions with parents, colleagues, and/or the larger community. • Avoids involvement in school or district programs, projects, or events. • Shows little or no willingness to empathize with parents. • Shows little or no interest in relation life outside the classroom to the learning in the classroom. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Shows limited ability to empathize with parental concerns. • Attends activities outside the classroom and interacts minimally with other participants. • Shows some interest in relation life outside classroom to the learning in the classroom. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Seeks guidance from mentor when appropriate. 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • Seeks guidance from mentor with difficult parent problems. • Conveys sincere caring and willingness to listen to parents/guardians and engages in open communication. • Learns from/ observes teachers other than the mentor.
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<p>Competency 10: Subject Matter Specialization The Luther TEP Candidate 10.1 understands the central concepts, tools of inquiry, and structures of the discipline(s). 10.2 creates learning experiences that make the aspects of subject matter meaningful for students</p>	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • does not create opportunities/experiences for students to connect to the discipline in a meaningful way • plans using only published teacher guides • uses only whole class lecture and assessment • uses assessment only for grading purposes • consistently makes content errors • does not correct content errors of students or self 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way • constantly depends on mentor teacher for ideas • needs frequent guidance for preparation and implementation of lessons and instructional strategies • has problems transferring knowledge to students • draws on basic content knowledge only • demonstrates little incentive to gather additional and/or supplemental content material 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way • standards, benchmarks, assessments and enrichment for learning are reflected in lesson plans • encourages critical thinking • responds to suggestions from mentor teacher and shows ongoing growth • appropriate use of assessment and materials • shows independence in using multiple teaching strategies • works as a facilitator for learning • brings understanding of content knowledge discipline to team collaboration • demonstrates strong content knowledge • makes connections between content and other disciplines and within the discipline • gathers additional content as needed 	<p><u>Knowledge & Skills</u></p> <ul style="list-style-type: none"> • meets all proficient level expectations • creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way • independently implements a variety of theories and strategies • creates assessment documents which reflect learning • works as a facilitator for learning beyond expectations • takes initiative consistently to select content that goes beyond traditional texts • challenges students to think critically as they explore ways to connect content to other disciplines
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<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • No attempt to correct content errors of students or self 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • demonstrates little incentive to gather additional and/or supplemental content material 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • appreciates the variety of disciplines 	<p><u>Dispositions</u></p> <ul style="list-style-type: none"> • takes initiative consistently to select content that goes beyond traditional texts • challenges students to think critically as they explore ways to connect content to other disciplines • appreciates interdisciplinary connections and makes them explicit in teaching
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