Consideration of Clinical Practice Rubric Elements

Candidates' experiences in the classroom vary based on school location, available curriculum and instructional models, access to resources, and day-to-day interactions with students, families, and staff. The following considerations for each of the ten standards are examples of ways to apply the rubric when scoring candidates' observable performance. Keep in mind candidates' performances will develop over time, and s/he may not exhibit all of the evidentiary behavior within a particular category. It is also important to consider the cultural context of the school community that may differ from country to country. Therefore, this list of suggested evidence is not an exhaustive one, so use it along with professional judgment and experience to match a rubric score level. Lastly, InTASC Standard 9 and 10 are more culminated categories of professional development. Encourage candidates to reflect on 9 and 10 throughout clinical teaching practice. Candidate will then be able consider professional development, leadership and collaboration.

InTASC Standard 1: Student Development The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Understanding Learning	Uses learning theories when designing instruction; creates a safe learning environment; implements research-based instructional practices
Meeting Students' Needs	Modifies instruction based on student needs; differentiates instruction, re-teaching when necessary; paces lessons according to instructional needs
Readiness for Learning	Understand assessments formative and summative; monitors students' learning; monitors individual or group learning
Developmentally Appropriate Instruction	Adjusts instructional practice depending on learning needs; lessons in developmentally appropriate activities; understands state, county, or education curriculum standards applicable to state or global region; lessons plan match the intended learning objectives
Collaboration with Families and Others	Considers culturally relevant curriculum and instruction; collaborates with other professionals; communicates with family or guardians about student progress, instructional and learning practices

Comments and Suggestions

InTASC Standard 2: Learning Differences The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Valuing Students	Reflects on potential personal biases; works to include all students in the lesson; works to include all students in the lesson regardless of gender; works to respect students' cultural, socio-economic, ethnic, or religious backgrounds
Differentiated Instruction	Can match instructional strategies and activities for diverse students; feedback is appropriate and individualized for student learning growth and development; instructional strategies reflect a sense of individual learning styles; bases instructional practice and uses research-based and instructional theories; uses manipulatives to support student learning; adds variations to the activities and assessments, formative or summative, to support student learning
Students with Learning Differences or Needs	Can match instructional strategies and activities for diverse students; feedback is appropriate and individualized for student learning growth and development; instructional strategies reflect a sense of individual learning styles; bases instructional practice and uses research-based and instructional theories; uses manipulatives to support student learning; adds variations to the activities and assessments, formative or summative to support student learning; collaborates with mentor or other para-professionals to support students' needs and learning
Multiple Perspectives	Considers students family, community, or cultural background; builds on prior knowledge; creates ways for students to demonstrate their knowledge; makes provisions for students such as time and task demands, communication style, assessments
English Language Learners	Considers students family, community or cultural background; differentiates instruction; provides small group or individualized work

Comments and Suggestions

CP/Rubric Element Consideration/Revised July 2015

InTASC Standard 3: Learning Environments The candidate works with school colleagues to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Collaboration for Safe Positive Learning Climate	Uses motivation and positive reinforcement; respect students' opinions and ideas; communicates expectations for behavior routines, procedures to students and parents/guardians; works with students to build a positive classroom environment and seeks students' input to create a democratic, student-centered classroom; teacher-to-student(s) interactions is positive; builds up rather than tear down students
Student-Centered Classrooms	Considers students learning styles and differentiates ways for students to express learning; uses journals, surveys; responds quickly to students' concerns; high level of student engagement
Managing the Learning Environment	Organize classroom materials, routines, procedures; Uses praises and rewards to support student learning and classroom management; Rewards and praise system
Verbal and Nonverbal Communications	Shows respect and communicate with students in a respectable manner; shows cultural responsiveness to diverse backgrounds, perspectives in the classroom; tolerant of different perspectives, such as music, art forms, and social media outlets
Use of Interactive Technologies	Promotes safe technology use; uses interactive global or local programs with students

Comments and Suggestions

InTASC Standard 4: Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experience that make the discipline accessible and meaningful for students to assure mastery of the content.

Representations and Explanations	Knows how to plan to teach content, such as lesson planning, grade level meeting attendance; demonstrates ability to teach content; can interpret and teach subject content, seen in lesson plans; demonstrates ability to use creative ways to make content meaningful to students; uses supplementary materials; selects strategies, resources, activities appropriate to content learning
Building on Students' Prior Knowledge	Stimulates learners' reflection on prior knowledge; makes links between prior knowledge and new conceptual knowledge; connects prior knowledge to learners' experiences; uses supplementary ideas such as K-W-L charts, pre-tests
Instructional Resources	Uses supplementary materials from sources outside of adopted textbooks; differentiates resources from selected textbooks; uses technology to supplement instructional resources
Student Misconceptions	Recognizes opportunities to re-teach a lesson; recognizes and supplements higher-level thinking opportunities; create varied opportunities for students to learn content
Technology for Instruction	Uses technology to supplement instructional practices (computers, SMART Boards, learning programs); Intentionally develops lesson that include technology use during instruction; integrates SAMR model
Academic Language	Students are familiar with academic language but may not consistently use it; Students use academic language during instruction and content practice; Uses bulletin boards, manipulatives, textbook resources to support academic language; Works with district or school level professionals to support academic language

Comments and Suggestions

InTASC Standard 5: Application of Content The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Project-Based Learning	Cross-disciplinary approach to lesson plan; intentionally develops lesson with the technology component (when appropriate); lessons guide learners to analyze and self-reflect on learning and inquiry; lesson prepared as open-ended, inquiry-based lessons
Application to Real-World Problems	Lessons designed to encourage students to make real-world application; provides opportunity for critical thinking application; learning is meaningful and content connects to standards
Use of Digital Tools for Learning	Technology literacy inventory; students can explore digital tools from a varied perspective
Literacy Across the Curriculum	Supports cross-curriculum and/or content area
Interdisciplinary Themes	Themes include opportunity for students to develop financial, environmental, or other literacies; themes include inquiry on diverse social and cultural perspectives

Comments and Suggestions

InTASC Standard 6: Assessment The candidate understands and uses multiple methods of assessment to engage students in their growth, monitor student progress, and to guide the candidate's and student's decision-making.

Formative and Summative Assessments	Understands process of using formative and summative assessments; determines students' progress using formative and summative assessments; uses assessment analysis strategies such K-W-L charts, pre-/post- tests, grade sheets, progress reports; Records are up to date
Alignment of Assessments with Objectives	Assessments align with lesson objectives, both formative and summative; assessment analysis determines what students can or cannot do; uses different ways to communicate objectives such as writing on board, starting lesson with objectives; assessments might include tests, portfolios, presentations
Feedback	Feedback supports students' critical thinking and self-reflection on work habits; meaningful feedback (something other than a smiley face, great work or check marks); designs and uses rubrics efficiently; examples might include student developed progress charts, examples of feedback from student work
Efficient use of Assessments	Determines whether re-teaching is necessary, whether individual, whole or small group; Uses different types of assessments such as multiple intelligences, learning styles; Designs lessons with assessment model in mind
Accommodations in Assessments	Communicates with parents, individualized and planned for diverse learning needs such as a learning disability or language support; grading accommodation; workload accommodations; test location accommodations

Comments and Suggestions

InTASC Standard 7: Planning for Instruction The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of students and the community context.

Creating Learning Experiences	Collaborates with other staff; designed lesson plans; invited classroom speakers; interdisciplinary lesson plan designs; readers' theater; classroom plays, and others; integrates SAMR Model in lesson plans
Sequencing of Learning Experiences	Evidenced in lesson plans; evidenced in unit plans; correlates to standards; uses pacing guides; uses curriculum planners;
Planning Instruction	Curriculum planners; uses a variety of instructional approaches such as direct instruction, Socratic Method, concept development, PBLs, and others; includes assessments; monitors students; set objectives and goals for lesson; uses pacing guide; lesson objectives and goals are realistic for student attainment;
Evidence-Based Instructional Strategies	Evidence of researched practices instructional plans; references researchers such Marzano, Bloom, and or research theory and methods such as brain and learning research
Adjustments to Lesson Plans	Re-plans or re-teaching; acknowledges or identifies gaps; observes and reflects on instructional plans, objectives, and goals, and makes adjustments current and next year; uses a teaching journal

Comments and Suggestions

InTASC Standard 8: Instructional Strategies The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Adapting Instruction to Student Needs	Determines the level of difficulty and adjusts when appropriate; adjusts pacing; identifies gaps and makes adjustments; adapt and modifies lessons for groups of students based on needs
Monitoring Student Learning	Checks often for understanding; adjusts pacing; monitors seatwork; gives more time to complete work; one-to-one instruction during seatwork; adjusts homework; circles classroom; uses efficient questioning techniques; uses pre/post-tests; uses formative and summative testing; conferences with students
Roles in Instructional Process	Collaborates with other staff; takes on leadership roles at school or district level; promotes and advocates profession, instructional practices; improves instructional methods; observes other teachers
Engaging Students in Skill Development	Problem solving strategies; readers' or writer's workshops; designs PBLs for skill development or practice; designs lessons to include technology skill development; promotes efficient notes taking; uses peer tutors; team or group work strategies; handles mistakes or misconceptions with respect
Asking Questions	Gives students think time; questions designed to extend learning; doesn't not answer own questions; uses questioning techniques such as Bloom's Taxonomy; varies questions between high and lower level questions; varies questions between yes/no and inquiry and critical thinking questions

Comments and Suggestions

InTASC Standard 9: Professional Learning and Ethical Practice The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Note: This particular standard is not always easy to record. Consider encouraging candidates to show professional learning and ethical practices in other creative ways. For example, a candidate could recording a self-reflection, student work products, use of a new technology component, or conducting a staff development on an aspect of cultural diversity.

Professional Learning Experiences	Engages in action research; case studies; graduate students program; conference presentations; teacher talk with students; collaborates with peers; attends writer's workshops; attends in-service or professional development seminars at school or district level; continual learning
Use of Data to Evaluate Outcomes	Collects and analyzes data to improve instructional practices; data targets particular student groups in the classroom; monitors and adjusts instructional practices based on data analysis; shares and collaborates with other staff; collects and discusses data with mentor or instructors; reflects on data appropriately without biases
Responsibility for Learning	Set personal goals; Identifies own strengths and development areas; monitors progress; makes cultural, professional connections to classroom, curriculum, and student
Understanding of Cultural. Ethnic, Gender, and Learning Differences	Reflects on and set personal goals for understanding differences; designs lessons inclusive of other cultures, ethnic, gender, and learning differences; designs extracurricular activities such as cultural fairs, plays; classroom are diverse; continual learning
Use of Information and Technology	Models personal responsible use; promotes responsible use among students; ensures confidentiality; keeps abreast of technological advances and programs; design instruction with a technology component

Comments and Suggestions

InTASC Standard 10: Leadership and Collaboration The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other professionals, and community members to ensure student growth and advance the profession.

Note: This particular standard is not always easy to record. Here again, encourage candidates show the standard in creative ways. For example, a candidate could record a staff or grade level professional development meeting attended sometime during the semester; record a research discussion with his/her mentor, record attending an after school program or event.

Involvement in School-Wide Efforts	Professional development; serves on school or district committees; attends staff development or in-service meetings before, during and after school year; volunteers for after or before school programs; pilots curriculum programs for district or school
Schools as Organizations	Collaborates with other staff; willingness to shift, change, or adapt to school or district decisions; continual learning; shares knowledge or best practices
Respect of Families	Uses classroom newsletters; uses conferences to promote conversation and dialog; uses language interpreters and translated documents for multicultural applications; considers parents/guardians as partners in student learning respects cultural differences
Advocates for Students	Considers all students during lesson and curriculum planning; promotes parent/guardian communication; share good news about students with other staff or family/guardian; avoids gossip, destructive rumors about a student or a group of students; deals with facts about the students; doesn't blame students

Comments and Suggestions