Block 2 Field Experience Rubric

1a: Demonstrating Knowledge of Content and Pedagogy

Effective ☐	Developing ☐	Unsatisfactory ☐
Lesson Plans and practice reflect consistent and appropriate knowledge of the state standards and the instructional practices specific to that discipline. Lesson plans include all basic elements of lesson design including objectives. Consistent evidence of extension activities, methods, and higher level thinking skills	Lesson plans and practice reflect some knowledge of the state standards, content, and instructional practices specific to that discipline. Lesson plans are lacking basic elements, or are difficult to follow. Learning objectives are incomplete Some evidence of extension activities, methods, and higher-level thinking skills.	Lesson plans and practice display no knowledge of the state standards, content, or the instructional practices specific to that discipline. Lesson plans are incomplete.

Areas for Improvement	NA	Minor	Major
D.1a.02w: Lesson plans display limited knowledge of the content in general.	☐	☐	☐
D.1a.03w: Lesson delivery/practice displays limited knowledge of discipline-specific practice.	☐	☐	☐
D.1a.04w: Lesson plans lack basic elements (including objectives).	☐	☐	☐

Effective Behaviors	EB
D.1a.01k: Lesson plans and practice consistent knowledge of state standards, content, and instructional practices specific to that discipline.	☐
D.1a.02k: Lesson plans include use of higher level thinking skills, activities, and application.	☐

1c: Setting Instructional Outcomes

Effective ☐	Developing ☐	Unsatisfactory ☐
Instructional outcomes are stated as goals reflecting high-level learning and state standards, are suitable for most students in the class, represent different types of learning, and can be assessed. Outcomes reflect opportunities for extension and interdisciplinary application. The Candidate develops measurable student achievement goals for the class that are aligned to content standards and are differentiated based on the needs of the class.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Outcomes reflect more than one activity, and there is some evidence of, or attempt at, coordination or integration. The candidate develops measurable student achievement goals for her or his class.	The candidate develops general student achievement goals for the class or does not develop goals at all.

Areas for Improvement	NA	Minor	Major
D.1c.06w: Instructional outcomes are not measurable.	☐	☐	☐
D.1c. 08w: Instructional outcomes do not reflect state standards	☐	☐	☐

Effective Behaviors	EB
D.1c. 02 s: The candidate collaboratively develops instructional outcomes for the class that are thoroughly aligned to state standards.	☐

1e: Designing Coherent Instruction that Demonstrates Knowledge of Students

Effective ☐	Developing ☐	Unsatisfactory ☐
The candidate's plan for learning experiences consistently demonstrates knowledge of content, students, and resources to design lessons that are aligned to instructional outcomes. Lessons have a clear structure and reflect effective knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan. Lessons are often differentiated and suitable for groups of students, and are likely to engage students in significant learning. Candidate clearly demonstrates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The candidate's plan for learning experiences demonstrates some alignment with instructional outcomes. Lessons have a recognizable structure and reflect moderate knowledge of grade level Candidate demonstrates some knowledge of the importance of understanding students' backgrounds, skills, language proficiency, and special needs.	The candidate's plan for learning experiences is poorly aligned with instructional outcomes and does not represent a coherent structure. Candidate demonstrates minimal knowledge of students' backgrounds, or grade level expectations.

Areas for Improvement	NA	Minor	Major
D.1e.01w: Learning outcomes and instructional plans for learning experiences are not well aligned.	☐	☐	☐
D.1e.02w: Instructional plans for learning experiences are not coherent.	☐	☐	☐
D.1e.07w: The candidate has minimal knowledge of students' backgrounds	☐	☐	☐
D.1e.08w: The candidate has minimal knowledge of students' culture.	☐	☐	☐
D.1e.09w: The candidate has minimal knowledge of students' skills.	☐	☐	☐
D.1e.10w: The candidate has minimal knowledge of students' language proficiency.	☐	☐	☐

Effective Behaviors	EB
D.1e.01k: The candidate's plans consistently demonstrate knowledge of content, students, and resources.	☐
D.1e.02k: Lessons illustrate complete alignment with instructional outcomes.	☐
D.1e.03k: Lessons have a clear structure, reflective of knowledge of grade level, skills, language proficiency	☐

Comments on Domain 1:

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect

Effective ☐	Developing ☐	Unsatisfactory ☐
Classroom interactions, both between the candidate and teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the candidate and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between the candidate and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.

Areas for Improvement	NA	Minor	Major
D.2a.01w: Classroom interactions between the candidate and the students are negative, inappropriate, or insensitive to students' cultural backgrounds.	☐	☐	☐
D.2a.02w: Classroom interactions between the candidate and the student are negative, inappropriate, or insensitive to students' developmental differences.	☐	☐	☐

Effective Behaviors	EB
D.2a.01k: Candidate interactions with students are polite, respectful, and sensitive to the cultural and developmental differences among groups of students.	☐

2c: Establishes and Manages Classroom Procedures

Effective ☐	Developing ☐	Unsatisfactory ☐
Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because of inefficient use of established classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties	Considerable instructional time is lost because of inefficient use of established classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

Areas for Improvement	NA	Minor	Major
D.2c.01w: The candidate does not make use of already established classroom routines and procedures for transitions. Candidate's oral instructions to students are confusing.	☐	☐	☐
D.2c.02w: The candidate does not make use of already established classroom routines and procedures for handling of supplies.	☐	☐	☐
D.2c.03w: The candidate does not make use of already established classroom routines and procedures for performance of non-instructional duties.	☐	☐	☐

Effective Behaviors	EB
D.2c.01k: The candidate makes use of already established classroom routines and provides clear, concise directions to students.	☐

2d Uses already established behavior management techniques.

Effective ☐	Developing ☐	Unsatisfactory ☐
There is consistent evidence that the candidate uses established standards of conduce and monitors student behavior. These efforts are usually successful. The candidate consistently addresses off task, inappropriate, or challenging behavior efficiently. The candidate usually reinforces positive behavior	There is some evidence that the candidate makes an effort to use established standards of conduct and tries to monitor student behavior, but these efforts are not always successful. The candidate addresses some off task, inappropriate, or challenging behavior efficiently. The candidate generally reinforces positive behavior.	There is no evidence that the candidate makes an effort to use established standards of conduct. Response to student misbehavior is repressive or disrespectful of student dignity. The candidate does not address off-task, inappropriate, or challenging behavior efficiently. The candidate does not reinforce positive behavior.

Areas for Improvement	NA	Minor	Major
D.2d.01w: The candidate does not make an effort to use established standards of conduct that are clear to students.	☐	☐	☐
D.2d.02w: The candidate does not monitor student behavior systematically and regularly against the standards of conduct.	☐	☐	☐
D.2d.05w: The candidate does not strategically reinforce positive behavior.	☐	☐	☐

Effective Behaviors	HEB
D.2d.03k: The candidate's monitoring of student behavior is respectful and preventative.	☐
D.2d.04k: The candidate's response to student misbehavior is sensitive to individual student needs.	☐

Comments on Domain 2:

Domain 3: Instruction

3a: Communicating with Students

Effective ☐	Developing ☐	Unsatisfactory ☐
The candidate has a positive presence in the classroom. The candidate effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson. The candidate consistently connects the objective to prior knowledge and explains the importance of the objective.	The candidate has a positive presence in the classroom. The candidate develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson and connects the objective to prior knowledge.	The candidate has an inadequate presence in the classroom. The candidate ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.

Areas for Improvement	NA	Minor	Major
D.3a.03w: The candidate's lesson does not connect to the objectives,	☐	☐	☐
D.3a.04w: The candidate does not clearly state what students will know or be able to do at the end of a lesson.	☐	☐	☐
D.3a.05w: The candidate does not clearly connect objectives to prior learning.	☐	☐	☐

Effective Behaviors	EBs
D.3a.01k: The candidate provides students opportunities for think time.	☐
D.3a.02k: The candidate refers to objectives at key points during lessons.	☐

3c: Engaging Students in Learning

Effective ☐	Developing ☐	Unsatisfactory ☐
Activities and assignments, materials, and groupings of students are appropriate for the instructional outcomes Activities and assignments, materials, and groupings are sensitive to the students' culture and level of understanding, Activities and assignments, materials, and groupings of students result in intellectual engagement with most students engaged in a high level of rigor. Lessons have coherent structure, are appropriately paced, and have consistent academic focus. The candidate consistently uses appropriate technology (as available) in the teaching and learning processes. Candidate demonstrates knowledge of subject matter.	Activities are moderately appropriate for the instructional outcomes and actively engage students in learning. Lessons have recognizable structure, but are not fully maintained, are poorly paced, and have limited academic focus. The candidate sometimes uses **technology** (as available) in the teaching and learning processes.	Activities are not appropriate for the instructional outcome or do not actively engage students in learning. Lessons have no structure, have no pace, and have no academic focus. The candidate does not use technology (as available) in the teaching and learning processes.

Areas for Improvement	NA	Minor	Major
D.3c.01w: Activities, assignments, and materials are not appropriate for the instructional outcome.	☐	☐	☐
D.3c.02w: Activities, assignments, and materials do not actively engage students in learning.	☐	☐	☐
D.3c.10w: The candidate does not use technology (as available) in the teaching and learning process.	☐	☐	☐
D.3c.09w: Lessons have little to no academic focus, they are unorganized	☐	☐	☐
D.3c.11w: Candidate's knowledge of subject matter is very limited or poor. Content errors are present in plans and presentation.	☐	☐	☐

Effective Behaviors	EB
D.3c.01k: Activities, assignments, and materials actively engage students in learning	☐

3d: Using Assessment in Instruction

Effective ☐	Developing ☐	Unsatisfactory ☐
Formative assessment is consistently used in instruction using some of these techniques: • Self-assessment by students, • Providing specific, high quality feedback to students. Students are mostly aware of assessment criteria used to evaluate their work.	Formative assessment is sometimes used in instruction. Candidate attempts to monitor progress by providing general feedback to students. Students are aware of only some assessment criteria used to evaluate work.	Formative assessment is not used in instruction either through monitoring of progress or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.

Areas for Improvement	NA	Minor	Major
D.3d.03w: Formative assessment is not used during instruction to monitor student progress.	☐	☐	☐
D.3d.04w: Students are unaware of assessment criteria used to evaluate their work.	☐	☐	☐
D.3d.05w: Feedback is general in nature and provided on an inconsistent basis.	☐	☐	☐

Effective Behaviors	EB
D.3d.03w: Formative assessment is used frequently during instruction.	☐
D.3d.05w: Candidate uses specific feedback on a consistent basis.	

Comments on Domain 3:

Domain 4: Professional Responsibilities
4a: Showing Professionalism

Effective ☐	Developing ☐	Unsatisfactory ☐
The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality.	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality, with some support supervision.	The teacher does not adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality.
The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision	The teacher attempts to comply with school and district regulations.	The teacher fails to comply with school and district regulations and timelines.
The teacher models the values of respect, responsibility, honesty, and integrity, and performs with minimum supervision. The teacher responds appropriately to and acts upon feedback.	The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity, and requires some support supervision. The teacher responds appropriately to and acts upon feedback.	The teacher has difficulty demonstrating respect, responsibility, honesty and integrity, requires frequent support supervision, and resists feedback from colleagues and administration.

4a: Showing Professionalism

Areas for Improvement	NA	Minor	Major
D.4a.01w: The candidate has not adhered to one or more standards for professional conduct.	☐	☐	☐
D.4a.02bw: The candidate has not complied with one or more of the University performance requirements.	☐	☐	☐
D.4a.03w: The candidate has not attended required events.	☐	☐	☐
D.4a.04w: The candidate has not been punctual.	☐	☐	☐
D.4a.05w: The candidate has not complied with school or district regulations.	☐	☐	☐
D.4a.05bw: The candidate has not complied with University regulations.	☐	☐	☐
D.4a.06w: The candidate has not complied with school or district timelines.	☐	☐	☐
D.4a.06bw: The candidate has not complied with University timelines.	☐	☐	☐
D.4a.07w: The candidate has difficulty demonstrating respect.	☐	☐	☐
D.4a.08w: The candidate has difficulty demonstrating responsibility.	☐	☐	☐
D.4a.09w: The candidate has difficulty demonstrating honesty and integrity.	☐	☐	☐
D.4a.10w: The candidate requires frequent supervision.	☐	☐	☐
D.4a.11w: The candidate resists feedback from Clinical Faculty and CT	☐	☐	☐

Effective Behaviors	EB
D.4a.01k: The candidate performs with minimum supervision.	☐
D.4a.02k: The candidate adheres to professional obligations.	☐

Comments on Domain 4: