

CSU, Chico • Department of Education

Effective ♦ Reflective ♦ Engaged

PRACTICUM EVALUATION RUBRIC				
	Needs Improvement (1)	Developing (2)	Acceptable (3)	NA
TPE 1- Specific Pedagogical Skills for Subject Matter Instruction	Does not adequately understand the content of state standards. Shows limited knowledge of the subject area and may choose ineffective instructional strategies to help students learn.	Has some understanding of state content standards. Shows partial knowledge of the subject area and sometimes chooses appropriate instructional strategies to help students learn.	Understands the state content standards. Uses knowledge of the subject area to choose appropriate instructional strategies to help students learn.	
Assessing Student Learning (CSTP 5)				
TPE 2 – Monitoring student learning during instruction	Does not use progress monitoring at key points during instruction; Rarely paces instruction or re-teaches content; Rarely addresses common student misconceptions and misunderstandings.	Periodically uses progress monitoring at key points during instruction; For the most part, paces instruction and re-teaches content; Checks for common student misconceptions and misunderstandings.	Uses progress monitoring at key points during instruction; Paces instruction and re-teaches content; Addresses common student misconceptions and misunderstandings.	
TPE 3 – Interpretation and use of assessments	Rarely uses assessments, diagnostic instruments, and multiple measures to determine students' progress, assess knowledge, skills, behavior and to plan instruction; Does not show students how to use self-assessment strategies; rarely gives students feedback on their learning; At times, tells families how to help students achieve the curriculum.	Is familiar with and uses some assessments, diagnostic instruments, and multiple measures to determine students' progress, assess knowledge, skills, behavior and to plan instruction; Shows students how to use self-assessment strategies; Gives students feedback on their learning; Explains to families how to help students achieve the curriculum.	Understands and uses a variety of assessments, diagnostic instruments, and multiple measures to determine students' progress, assess knowledge, skills, behavior and to plan instruction; Teaches students how to use self-assessment strategies; Gives students specific, timely feedback on their learning; Clearly explains to families how to help students achieve the curriculum.	

Engaging and Supporting All Students in Learning (CSTP 1)				
TPE 4 – Making content accessible	Delivers content in ways that does not adequately provide access and comprehension for students. Incorporates few instructional strategies and provides limited opportunity for reinforcement and practice.	Provides access and comprehension for most students by incorporating appropriate instructional strategies and providing some opportunities for reinforcement and practice.	Fosters access and comprehension for all students by incorporating a variety of instructional strategies and providing ample opportunities for reinforcement, practice and student creativity.	
TPE 5 – Student engagement	Lacks a clear communication of instructional objectives; Gives little time for student participation and rarely gives the opportunity for students to share their point of view; Does not ask questions.	For the most part, communicates instructional objectives; Encourages active participation of most students and gives the opportunity for students to share their point of view; Asks questions in hopes for responses.	Clearly communicates instructional objectives; Ensures active participation of all students and encourages students to share their point of view; Asks stimulating questions in hopes for meaningful responses.	
TPE 6 – Developmentally appropriate teaching practices	Does not provide challenging opportunities for students to develop some advanced thinking and problem solving skills. Does not communicate to student or parent the course requirements nor the connection between the curriculum and a future career. Does not support student individuality and does not guide students to become responsible self learners.	Provides challenging opportunities for students to develop some advanced thinking and problem solving skills. Communicates to student and parent course requirements and the connection between the curriculum and a future career. Supports some student individuality and guides some students to become responsible self learners.	Fosters challenging opportunities for all students to develop advanced thinking and problem solving skills. Successfully communicates to student and parent the course requirements and the connection between the curriculum and a future career. Supports all students' individuality and guides them to become responsible self learners.	

<p>TPE 7 – Teaching English learners</p>	<p>Does not know or apply instructional practices for EL students. Does not draw upon or use information about students' backgrounds and prior learning/assessments. Does not collaborate with specialists or aides to support English language development. Does not use English, instructional strategies, and questioning strategies to make the curriculum and the English comprehensible for the students. Does not allow students to express meaning in a variety of ways, including their first language.</p>	<p>Knows but does not apply instructional practices for EL students. Is aware of but does not fully draw upon or use information about students' backgrounds and prior learning/assessments. Is aware of but does not fully collaborate with specialists or aides to support English language development. Is limited in the English, instructional strategies, and questioning strategies used to make the curriculum and the English comprehensible for the students. Allows, but does not encourage, students to express meaning in a variety of ways.</p>	<p>Knows and applies instructional practices for EL students. Draws upon and fully implements information about students' backgrounds and prior learning/assessments to provide differentiated student instruction. Collaborates fully with specialists or aides to support English language development. Always uses English, instructional strategies, and questioning strategies that make the curriculum and the English comprehensible for the students. Encourages students to express meaning in a variety of ways, including their first language.</p>	
<p>Planning Instruction and Designing Experiences (CSTP 4)</p> <p>TPE 8 – Learning about students</p>	<p>Does not provide a variety of formal and informal methods and assessments. Does not provide instructional strategies that meet the needs of students, including the developmentally, physically, and learning challenged. Does not encourage parental involvement.</p>	<p>Provides a variety of learning opportunities for most students, using formal and informal methods and assessments. Understands a variety of instructional strategies are needed for developmentally, physically, and learning challenged students. Recognizes that parental involvement is needed.</p>	<p>Maximizes learning opportunities for all students, using formal and informal methods and assessments. Identifies instructional needs for all students including developmental, physical and learning challenges. Encourages parental involvement.</p>	

TPE 9 – Instructional planning	Does not provide comprehensive and differentiated lessons with any thought toward long-term and short-term goals for students. Does not provide instruction that connects with students' linguistic and cultural backgrounds.	Provides comprehensive and differentiated lessons with some thought toward long-term and short-term goals for students. Provides instruction that connects with some students' linguistic and cultural backgrounds.	Plans comprehensive and differentiated instruction incorporating a variety of teaching methods with clear, long-term and short-term goals for all students. Provides meaningful instruction that connects with all students' linguistic and cultural backgrounds.	
Creating and Maintaining Effective Environments (CSTP 2)				
TPE 10 – Instructional time	Does not adequately provide instructional time to address content standards, goals, procedures and transitions. Does not recognize the need to adjust for student learning opportunities and outcomes.	Usually provides instructional time to address content standards, goals, procedures and transitions; adjusting occasionally for student learning opportunities and outcomes.	Consistently maximizes instructional time to address content standards, goals, procedures and transitions; adjusting appropriately to optimize student learning opportunities and outcomes.	
TPE 11 – Social environment	Does not adequately recognize social environment affects academic achievement. Does not adequately develops, maintain clear expectations for academic and social behavior. Does not create a positive climate for learning. Can not write and implement an individual/class student discipline plan. Does not establish a caring, respectful, fair rapport with students, family, and school community.	Usually recognizes social environment affects academic achievement. Usually develops, maintains, and modifies as needed clear expectations for academic and social behavior. Usually creates a positive climate for learning. Can write and implement an individual/class student discipline plan. Can establish a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues.	Recognizes social environment affects academic achievement. Consistently develops, maintains, and modifies as needed clear expectations for academic and social behavior. Creates a positive climate for learning. Writes and implements individual/class student discipline plans. Establishes a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues.	

<p>TPE 12 – Professional, Legal, and Ethical Obligations</p>	<p>Does not understand or honor legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is not aware of ethical considerations and does not model ethical behaviors for students.</p>	<p>Generally understands and honors legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is becoming aware of ethical considerations and the importance of modeling ethical behaviors for students.</p>	<p>Understands and honors legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is aware of ethical considerations and models ethical behaviors for students.</p>	
<p>TPE 13 – Professional Growth</p>	<p>Rarely uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.</p>	<p>Uses some reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.</p>	<p>Consistently uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.</p>	

9/13/06