

EDI 331: Methods and Strategies of Secondary Teaching
Common Course Assessment: Practicum Performance Evaluation

Common Course Standards:

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, April 2013

- InTASC Standard 1: Learner Development
- InTASC Standard 2: Learning Differences
- InTASC Standard 3: Learning Environments
- InTASC Standard 4: Content Knowledge
- InTASC Standard 5: Application of Content
- InTASC Standard 6: Assessment
- InTASC Standard 7: Planning for Instruction
- InTASC Standard 8: Instructional Strategies
- InTASC Standard 9: Professional Learning and Ethical Practice
- InTASC Standard 10: Leadership and Collaboration

Michigan Department of Education (MDE) Professional Standards for Michigan Teachers (PSMT) Standards, 2008

1. Subject Matter Knowledge-Base in General and Liberal Education
2. Instructional Design and Assessment
3. Curricular and Pedagogical Content Knowledge Aligned with State Resources
4. Effective Learning Environments
5. Responsibilities and Relationships to the School, Classroom, and Student
6. Responsibilities and Relationships to the Greater Community
7. Technology Operations and Concepts

Instructions to University Coordinator and Cooperating Teacher:

*Please evaluate the candidate's level of performance based on the indicators provided, both at the mid-term and final [whether the candidate is completing a half time **or** a full time practicum experience]. If a particular skill was not part of this experience, please mark **Not Observed during this experience** (in either column). Please be sure to share this evaluation with the candidate and keep this form until the end of the candidate's experience. It should be noted that the Practicum Performance Evaluation is used primarily to assist the College of Education assess its program and not as a method of assigning a letter grade for the candidate this semester.*

The College of Education's performance indicators and professional dispositions are based upon: **NCATE** (National Council for Accreditation of Teacher Education; **InTASC** Standards (Interstate New Teacher Assessment and Support Consortium) by the Council of Chief State School Officers (CCSSO); and the **PSMT** (Professional Standards for Michigan Teachers). InTASC is comprised of ten standards. Each standard includes indicators specific to performance, essential knowledge and critical dispositions.

Levels of Performance:

Applying - The candidate independently applies knowledge and skills with cooperating teacher/mentor support.

The candidate at this level **consistently** demonstrates the descriptors represented by the standard.

Emerging - The candidate implements knowledge and skills with cooperating teacher/mentor support. The candidate at this level **frequently** demonstrates the descriptors represented by the standard.

Developing - The candidate builds and increases foundational knowledge and skills in working with all students, with wide ranges of abilities. The candidate at this level **occasionally** demonstrates the descriptors represented by the standard.

Unsatisfactory - candidate at this level **rarely** demonstrates the descriptors represented by the standard.

Not Observed during this experience.

Thank you for your work with our candidate and for completing this evaluation in a timely manner.

Rubric for Practicum Performance Evaluation

P= Performance EK = Essential Knowledge CD= Critical Professional Dispositions

Elements	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)	Not Observed
NCATE: 1; 3 InTASC: 1(b) (P) Learner Development Candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
PSMT: 1; 2					

NCATE: 1; 3 InTASC: 1(g) (EK) Learner Development Candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. PSMT:	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 2(a) (P) Learning Differences Candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. PSMT: 1; 2	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 2(b) (P) Learning Differences Candidate makes appropriate and timely provisions (e.g., pacing for	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. PSMT: 1; 2					
NCATE: 1; 3 InTASC: 2(d) (P) Learning Differences Candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. PSMT: 1; 2	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 2 InTASC: 2(i) (EK) Learning Differences Candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. PSMT: 1 ; 2	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

<p>NCATE: 1; 2 InTASC: 2(j) (EK) Learning Differences Candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>PSMT: 1 ; 2</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 3 (b) (P) Learning Environments Candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>PSMT: 1; 2</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 3 (c) (P) Learning Environments Candidate collaborates with learners and</p>	The candidate consistently demonstrates the descriptors represented by this	The candidate frequently demonstrates the descriptors represented by this	The candidate occasionally demonstrates the descriptors represented by this	The candidate rarely demonstrates the descriptors represented by this	

colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. PSMT: 1; 2	standard.	standard.	standard.	standard.	
NCATE: 1; 3 InTASC: 3 (d) (P) Learning Environments Candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. PSMT: 1; 2	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 3 (g) (P) Learning Environments The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. PSMT : 1; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

<p>NCATE: 1; 3 InTASC: 3 (h) (P) Learning Environments The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>PSMT: 1; 3</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 3 (i) (EK) Learning Environments Candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>PSMT: 2; 3; 4</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 3 (l) (EK) Learning Environments Candidate understands how learner diversity can affect</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

communication and knows how to communicate effectively in differing environments. PSMT: 2; 3; 4					
NCATE: 1; 3 InTASC: 4 (g) (P) Content Knowledge Candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. PSMT: 1; 2; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 4 (k) (EK) Content Knowledge Candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. PSMT: 1; 2; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 5 (a) (P) Application of Content Candidate develops and implements projects that guide learners in analyzing the complexities of	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

<p>an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>PSMT: 1; 2; 3</p>					
<p>NCATE: 1; 3 InTASC: 5 (c) (P) Application of Content Candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>PSMT: 1; 2; 3</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	
<p>NCATE: 1; 3 InTASC: 5 (d) (P) Application of Content Candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	

and global contexts. PSMT: 1; 2; 3					
NCATE: 1; 3 InTASC: 5 (h) (P) Application of Content Candidate develops and implements supports for learner literacy development across content areas. PSMT: 1; 2; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 5 (k) (EK) Application of Content Candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. PSMT: 1; 2; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 5 (m) (EK) Application of Content Candidate understands critical thinking processes and knows how to help learners develop high level questioning	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

skills to promote their independent learning.					
PSMT: 1; 2; 3					
NCATE: 1; 3 InTASC: 6 (g) (P) Assessment Candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
PSMT: 2; 3; 4					
NCATE: 1; 3 InTASC: 6 (l) (P) Assessment Candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
PSMT: 2; 3; 4					
NCATE: 1; 3; 4 InTASC: 7 (i) (EK) Planning for Instruction Candidate understands learning theory, human development, cultural	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

diversity, and individual differences and how these impact ongoing planning. PSMT: 2; 3; 4					
NCATE: 1; 3; 4 InTASC: 7 (l) (EK) Planning for Instruction Candidate knows when and how to adjust plans based on assessment information and learner responses. PSMT: 2; 3; 4; 7	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3; 4 InTASC: 7 (m) (EK) Planning for Instruction Candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). PSMT: 2; 3; 4; 7	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

<p>NCATE: 1; 3 InTASC: 8 (b) (P) Instructional Strategies Candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>PSMT: 2; 3; 4</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 8 (c) (P) Instructional Strategies Candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>PSMT: 2; 3; 4</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
<p>NCATE: 1; 3 InTASC: 8 (f) (P) Instructional Strategies Candidate engages all learners in developing higher order questioning skills and</p>	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

metacognitive processes. PSMT: 2; 3; 4					
NCATE: 1; 3 InTASC: 8 (g) (P) Instructional Strategies Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. PSMT: 2; 3; 4	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 8 (h) (P) Instructional Strategies Candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. PSMT: 2; 3; 4	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
NCATE: 1; 3 InTASC: 8 (j) (EK) Instructional Strategies Candidate understands the cognitive processes associated with	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

<p>various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>PSMT: 2; 3; 4</p>					
<p>NCATE: 1; 3 InTASC: 8 (o) (EK) Instructional Strategies Candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>PSMT: 2; 3; 4</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	
<p>NCATE: 1; 3; 4 InTASC: 9 (e) (P) Professional Learning and Ethical Practice Candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	

<p>cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>PSMT: 2; 3; 4; 5</p>					
<p>NCATE: 1; 3; 4 InTASC: 9 (k) (EK) Professional Learning and Ethical Practice Candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p>PSMT: 2; 3; 4; 5</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	
<p>NCATE: 1; 3 InTASC: 10 (a) (P) Leadership and Collaboration Candidate takes an active role on the instructional team, giving and receiving feedback on</p>	<p>The candidate consistently demonstrates the descriptors represented by this standard.</p>	<p>The candidate frequently demonstrates the descriptors represented by this standard.</p>	<p>The candidate occasionally demonstrates the descriptors represented by this standard.</p>	<p>The candidate rarely demonstrates the descriptors represented by this standard.</p>	

practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. PSMT: 5; 6					
NCATE: 1; 3 InTASC: 10 (t) (CD) Leadership and Collaboration Candidate embraces the challenge of continuous improvement and change. PSMT: 5; 6	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

Common Course Assessment: Academic Professional Development Folio Level C (First Field Folio)

Common Course Standards:

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, April 2013

InTASC Standard 1: Learner Development
 InTASC Standard 4: Content Knowledge
 InTASC Standard 5: Application of Content
 InTASC Standard 6: Assessment
 InTASC Standard 7: Planning for Instruction
 InTASC Standard 8: Instructional Strategies

Directions to the Student:

Candidates toward the end of their first practicum (i.e. Teacher Assisting) will provide their University Field Coordinator with four (4) Folders, which serve as the documentation for the Academic Professional Development Folio (APDF Level C).

The four (4) folders document the College of Education's (COE'S) Conceptual Framework, including the Unit's Mission. The Mission: *Teaching, Leading and Learning in a Democratic Society*. In addition, the InTASC Standards (see Course Outcomes) will also be embedded within these folders.

Each folder should contain a minimum of one (1) piece of evidence [i.e. evidence submitted must have been created prior to admittance into the COE]. The evidence provides documentation that the candidate knows, understands, applies, and articulates the COE'S Mission. In addition to the evidence, each folder will contain a reflection paper, approximately ½ to one full page in length. The reflection should state concisely the candidate's rationale for placing the piece of evidence in the folder (e.g. candidate states why s/he personally believes that the piece of evidence demonstrates how an educator enhances the academic and personal potential of his/her students or what expertise does s/he possess that guides his/her practice; each is based upon the COE'S definition of those particular value or belief statements). **The candidate should also provide an additional overall (personal) reflection [totaling 5 reflections] concerning the process of compiling Level C of the APDF [i.e. First Field Folio].** The following are the folders, including the elements to be assessed. [Note: evidence could be placed in multiple folders]

Folder 1: Teaching

[High-Quality Teaching Experiences; Critical Thinking; Connections to World Problems; Technology; Special Populations]

- Learner Development (InTASC: 1)
- Content Knowledge (InTASC: 4)

Folder 2: Leading

[High-Quality Teaching Experiences; Technology; Special Populations]

- Application of Content (InTASC: 5)
- Planning for Instruction (InTASC: 7)

Folder 3: Learning

[High-Quality Teaching Experiences; Critical Thinking; Technology]

- Learner Development (InTASC: 1)
- Content Knowledge (InTASC: 4)
- Application of Content (InTASC: 5)
- Assessment (InTASC: 6)
- Planning for Instruction (InTASC: 7)
- Instructional Strategies (InTASC: 8)

Folder 4: In a Democratic Society

[Critical Thinking; Connections to World Problems; Technology; Special Populations]

- Expertise to guide our practice
- Equity to guide interactions
- Liberal Education to guide our perspectives
- Social Responsibility to guide our commitment to democratic education

Helps: candidates may use a piece of evidence in more than one folder (e.g. a lesson plan or a unit plan will address more than one folder and certainly more than one element/indicator contained within the folder).

Rubric for Academic Professional Development Folio (First Field Folio – Level C)

INTASC = Interstate New Teacher Assessment and Support Consortium Standards

Elements	Applying (3)	Emerging (2)	Developing (1)	Unsatisfactory (0)
NCATE: 1 InTASC: 1(f) (EK) Learner Development Candidate identifies readiness for learning, and understands how development in any one area may affect performance in others. PSMT: 1	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 1(h) (CD) Learner Development Candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development. PSMT: 1; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 4 (j) (EK) Content Knowledge Candidate understands major concepts, assumptions, debates,	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.

processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.				
PSMT: 1; 2; 3				
NCATE: 1; 3 InTASC: 4 (r) (CD) Content Knowledge Candidate is committed to work toward each learner's mastery of disciplinary content and skills. PSMT: 1; 2; 3	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 5 (l) (EK) Application of Content Candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. PSMT: 2; 3; 4; 7	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 5 (r) (CD) Application of Content Candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.

PSMT: 1; 2; 3				
NCATE: 1; 3; 4 InTASC: 6 (k) (EK) Assessment Candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. PSMT: 2; 3; 4	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 6 (r) (CD) Assessment Candidate takes responsibility for aligning instruction and assessment with learning goals. PSMT: 2; 3; 4	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3; 4 InTASC: 7 (k) (EK) Planning for Instruction Candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.

effectively to plan instruction that meets diverse learning needs. PSMT: 2; 3; 4; 7				
NCATE: 1; 3 InTASC: 7 (p) (CD) Planning for Instruction Candidate takes professional responsibility to use short-and long-term planning as a means of assuring student learning. PSMT: 2; 3; 4	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 8 (m) (EK) Instructional Strategies Candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. PSMT: 2; 3; 4; 7	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.
NCATE: 1; 3 InTASC: 8 (q) (CD) Instructional Strategies Candidate values the variety of ways people communicate and encourages	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.

learners to develop and use multiple forms of communication. PSMT: 2; 3; 4				
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Common Course Assessment: College of Education Professional Disposition (PD)

Rubric for Professional Dispositions

Elements	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)	Not Observed
COE PD: 1 Attendance/ Punctuality Candidate follows required attendance policies.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
COE PD: 2 Timeliness Candidate completes assignments and turns them in on time.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
COE PD: 3 University/ College Policies Candidate demonstrates adherence to University/College and school district policies on student conduct, professional behavior, academic integrity, ethics and	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

confidentiality.					
COE PD: 4 Professional Appearance Candidate dresses in an appropriate manner.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
COE PD: 5 Initiative and Responsibility Candidate displays inquisitiveness, volunteers, participates readily, and assumes added responsibilities willingly.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
COE PD: 6 Attitude/Poise Candidate displays professional behaviors, appears confident, composed and has a positive attitude.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
COE PD: 7 Accepts Constructive Criticism Candidate accepts feedback about his/her performance openly and in a non-defensive manner and uses feedback to improve/refine his/her practice.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	

COE PD: 8 Rapport Candidate establishes a rapport with others and exhibits an appropriate level of caring and respect.	The candidate consistently demonstrates the descriptors represented by this standard.	The candidate frequently demonstrates the descriptors represented by this standard.	The candidate occasionally demonstrates the descriptors represented by this standard.	The candidate rarely demonstrates the descriptors represented by this standard.	
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