Eastern Illinois University

Mid-Term Student Teaching Rubric (Holistic Rating of Performance on IPTS Standards)

Candidate Name: _____   **Evaluator:** _____   **Semester/Year:** _____

Teaching Diverse Students	1	2	3	4	5	Rating
	Does Not Meet		Meets		Exceeds	
Teaching Diverse Students (Standard 1) The candidate demonstrates understanding of diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences by using these experiences to create instructional opportunities that maximize student learning.	Across time, the candidate does not create instructional opportunities that maximize student learning based on characteristics & abilities of learners.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners development.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners, development, and context of learning within social, economic, cultural, linguistic, and academic experiences.	
Content Area and Pedagogical Knowledge (Standard 2) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	The candidate creates learning experiences utilizing evidence-based practice. The candidate does not demonstrate content area knowledge including central concepts, methods of inquiry and content literacy.		The candidate creates meaningful learning experiences for students as a whole group based upon interactions among content area and pedagogical knowledge. The candidate does not include the use of evidence based practices. The candidate demonstrates a basic understanding of the content area being taught including central concepts and content literacy.		The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	
Planning for Differentiated Instruction (Standard 3) The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.	The candidate does not considers and utilize content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate considers and utilizes content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The candidate plans for ongoing student growth and achievement.	

	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
Learning Environment Standard 4) The candidate structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	The candidate does not structure a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates all of the following: cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	
Instructional Delivery (Standard 5) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student.	Across time, the candidate does not differentiate instruction or use a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking or problem-solving. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for whole group learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each individual student.	
Reading, Writing & Oral Communication (Standard 6) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	Across time, the candidate does not demonstrate foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing all students, including those students with exceptional learning needs (ELL, ELN, gifted), reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	
Assessment (Standard 7) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	The candidate does not utilize either formative or summative assessments evaluating student outcomes. The candidate does not make instructional decisions based on data.		The candidate utilizes summative assessments for measuring student growth and evaluating student outcomes. The candidate makes instructional decisions based on data.		The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	

	1 Does Not Meet	2	3 Meets	4	5 Exceeds	Rating
Collaborative Relationships (Standard 8) The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	The candidate does not build or maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate does not work as a team member.		The candidate builds or maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues and students.		The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues, students, parents or guardians, and community members.	
Professionalism, Leadership and Advocacy (Standard 9) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	The candidate does not demonstrate ethical and reflective practices or professionalism including demonstrating leadership in the learning community or advocating for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; the candidate either does not provide leadership in the learning community **or** does not advocate for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; **and** advocates for students, parents or guardians, and the profession.	