

Rubric for Student Teaching Placements

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
<p>Competency 1: Student Learning The Luther Educator 1.1 understands how children learn and develop 1.2 provides learning opportunities that support the student learner's intellectual, career, social, and personal development</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses developmentally inappropriate activities and/or assignments • Does not plan appropriate activities and/or assignments for diverse learners 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Inconsistently uses developmentally appropriate activities and/or assignments • Plans appropriate activities and assignments for diverse learners only in consultation with mentor 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses developmentally appropriate planning and teaching to accommodate diverse learners • Uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of learners 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Meets all proficient level expectations • Involves students in planning and implementing ideas appropriate to the needs of the learners • Provides rich opportunities for students to gain deep understandings
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<p>Competency 2: Diverse Learners The Luther Educator 2.1 understands how children differ in their approaches to learning 2.2 provides learning opportunities supporting the diverse learner's intellectual, social, and personal development</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Does not make no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments <p>Dispositions</p> <ul style="list-style-type: none"> • Does not display an awareness of cultural diversity with respect to culture, school or community through educational input 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Makes few adjustments for individual needs of diverse learners in terms of materials, planning, instructions, behavior management and assessments • Identifies needs of students due to cultural differences • School, community, cultures are seldom addressed <p>Dispositions</p> <ul style="list-style-type: none"> • Shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e. bullies, harassment, etc.) 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Makes appropriate adjustment for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments • Provides multiculturalism, informs lessons and supports • Demonstrates awareness of diversity or learners' social, emotional, physical needs <p>Dispositions</p> <ul style="list-style-type: none"> • Respects confidentiality • Is aware and respects school, community and world cultures • Shows awareness of cultural differences in the classroom and takes appropriate actions as needed 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Meets all proficient level expectations • Collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment • Seeks to increase own base of knowledge with respect to school, community, world cultures <p>Dispositions</p> <ul style="list-style-type: none"> • Models sensitivity to cultural differences

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<p>Competency 3: Communication</p> <p>The Luther Educator</p> <p>3.1 uses knowledge of effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation</p> <p>3.2 fosters active inquiry, collaboration, and supportive interaction in the classroom</p> <p>3.3 uses media and technology appropriately and effectively</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level • Speech is inaudible and/or contains grammatical errors <p>Dispositions</p> <ul style="list-style-type: none"> • Unable to select and implement appropriate media technology in planning, instruction and assessment • Incorporates little classroom discussion and questioning techniques • Discourages active inquiry and collaboration with little supportive encouragement 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Written language is generally correct and most often appropriate to class level • Occasional errors corrected only when asked • Speech is generally clear and grammatically correct <p>Dispositions</p> <ul style="list-style-type: none"> • Fosters discussions with low level questioning during class discussions • Occasionally selects and implements appropriate media and technology in planning, instruction, and assessment • Generally fosters active inquiry. Shows occasional support for interaction in the classroom. 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses clear, grammatically correct written language, spells correctly, informally and formally • Uses clear, effective, grammatically correct oral language <p>Dispositions</p> <ul style="list-style-type: none"> • Uses high level questioning techniques during class discussions, encouraging interaction, collaboration, and active inquiry. • Frequently selects and implements a variety of appropriate media technology in planning, instruction and assessment 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> • Uses multiple written and oral strategies to challenge students and stimulate their language development • Guides students to form high level questions • Encourages students to experiment with appropriate media and technology • Meets all expectations at the proficient level

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<p>Competency 4: Learning Environment The Luther Educator 4.1 understands individual and group motivational behavior 4.2 creates a learning environment that encourages positive social interaction, active engagement in learning and self motivation 4.3 maintains an effective classroom management system</p>	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Inadequate planning, goal setting, and ability to establish realistically high expectations for learners Ineffective use of materials, transitions, and positive attitude Poor directions/procedures resulting in frequent learner time off task <p>Dispositions</p> <ul style="list-style-type: none"> Inappropriate responses to behavior that result in frequent interruptions Uses sarcasm, negative reinforcement, and rewards inappropriately 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Adjusts physical room environment only when mentor teacher asks Sporadically demonstrated thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners Inconsistent effective use of materials, transitions, and positive attitude Beginning to respond appropriately to behavior, reducing disruptions Uses positive rewards & reinforcements inconsistently 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Demonstrates understanding of correlation between physical environment and student learning Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners Consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude Consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions Consistently uses positive reinforcement and rewards for all learners Noninstructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks Directions and procedures are consistently clear and concise, resulting and concentrating learner time on task 	<p>Knowledge & Skills</p> <ul style="list-style-type: none"> Meets all proficient level expectation Takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Independently plans and implements comprehensive lessons for most effective learner time on task Learner motivation and monitoring are built into plans as well as regular classroom expectation Actively employs creative ways to promote learning and self discipline

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Competency 5: Instructional Strategies The Luther Educator 5.1 understands a variety of instructional strategies for critical thinking 5.2 uses these strategies to encourage students' development of critical thinking, problem solving and performance skills	*uses only prepared teacher guide plans *lesson plans are incomplete and/or untimely *assessment for grading purposes only *no apparent connection between planning and standards, benchmarks and assessments	*plans for the short term only *plans are ready on time *unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks and assessments	*plans reflect standards, benchmarks, and assessments *reflects on lesson and implements changes based on reflections *independent preparation requires little input from mentor *cooperative teaching for benefit of learner occurs as needed *open communication that promotes creative planning *assessment informs instruction and planning *chooses appropriate supplementary materials	*meets all proficient expectations *short term plans are consistently tied to long term goals *embeds supplemental materials to accomplish meaningful instruction *skillfully manages time for correctives and enrichments *assessment, planning and instruction are seamless

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Competency 6: Planning Instruction The Luther Educator 6.1 demonstrates knowledge of subject matter, students, the community, and curriculum goals 6.2 effectively plans instruction based on knowledge of subject matter, students, the community and curriculum goals	*seeks no outside human or physical resources which would enhance learning	*poor or no follow through in actively involving outside resources	*includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) *researches/uses outside physical resources in lesson planning and teaching (i.e. videos, library books, internet uses, etc.)	*meets all proficient level expectations *implements the use of human and physical resources effectively *involves students in project research and development using human and physical resources

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Competency 7: Assessment The Luther Educator 7.1 understands formal and informal assessment tools and strategies 7.2 uses the tools	<ul style="list-style-type: none"> No apparent connection between planning and standards, benchmarks and assessments Uses assessments only for grading 	<ul style="list-style-type: none"> Plans reflect some standards, benchmarks and assessments Demonstrates minimal knowledge of assessment 	<ul style="list-style-type: none"> Assessment informs instruction and planning Appropriate use of assessment and materials 	<ul style="list-style-type: none"> Assessment, planning and instruction are seamless Creates assessment documents which reflect learning

and strategies to evaluate the continuous intellectual, social and physical development of each learner	purposes	tools and data analysis		
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Competency 8: Reflection and Professional Development The Luther Educator 8.1 continually evaluates the effects of individual choices and actions on students, parents, and other professionals in the learning community 8.2 actively seeks out opportunities to grow professionally	<ul style="list-style-type: none"> *does not appear open to new ideas or programs *does not accept constructive criticism or suggestions for development as a professional educator *does not reflect on growth or methods of improvement *does not reflect on teaching *does not adjust lessons based on feedback 	<ul style="list-style-type: none"> *does not take initiative to develop or become better prepared as a professional *attends only required meetings *shows little effort to improve through self reflections *has little or no dialogue with mentor related to improvement of teaching *some adjustment of lessons based on feedback 	<ul style="list-style-type: none"> *is open to suggestions for professional development *seeks guidance of ways to continue developing as a professional educator *attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator *dialogues with mentor for self reflection and evaluation *effort made to use reflective information to improve as an educator *adjusts lessons to show growth that is based on reflection of feedback 	<ul style="list-style-type: none"> *meets all proficient level expectations *actively seeks professional development *demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings *independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback *shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching

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Competency 9: Relationships with Parents, Colleagues, and the Larger Community The Luther Educator 9.1 fosters relationships with parents, colleagues, and organizations in the larger community to support students' learning and development	<ul style="list-style-type: none"> *Does not comply with school policies re absences, dress, tardies, meetings, etc. *Demonstrates prejudice toward individuals or groups *Takes an authoritarian stance with individual and classroom interactions *does not contact parents or guardians *displays a lack of empathy for parental concerns *depends entirely on mentor for evaluation input *does not record student progress *avoids becoming involved in school or district programs, projects 	<ul style="list-style-type: none"> *Incomplete knowledge of school policies *Displays minimally appropriate professional behavior *Does not demonstrate equitable treatment of all students *Does not actively cultivate sense of democratic classroom community *needs guidance and suggestions from mentor on how to talk with parents/guardians *makes minimal parent/guardian contact *demonstrates 	<ul style="list-style-type: none"> *complies with school policies *attends required meetings *displays appropriate behavior *accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community *teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls, etc.) *responds to parental concerns professionally and 	<ul style="list-style-type: none"> *meets all proficient level expectations *Actively contributes to the work of the faculty on a teaching team *independently handles positive parent contacts *seeks guidance from mentor with difficult parent problems *conveys sincere caring and willingness to listen to parents/guardians and engages in open communication *understands timely scores and records as a way to involve parents in student achievement

	<p>or events *does not participate in meetings, etc. or participates inappropriately *shows lack of knowledge of school improvement plan *does not become involved with school improvement activities</p>	<p>limited ability to empathize with parental concerns *scores and records papers and written work, not always in timely manner *does limited assessment of instructional goals *participates when specifically asked with an appropriate level of participation *demonstrates little or no desire to participate in outside programs of expansion of knowledge *seeks information concerning school improvement plan *minimal involvement, if any, with school improvement activities</p>	<p>with sensitivity in consultation with mentor *assesses instructional goals consistently *gathers assessment data and with minimal guidance from mentor *scores and records student work in a timely manner *assists with evaluations, report cards, etc. *participates in meeting such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate *demonstrates knowledge of school improvement plan *observes teachers other than the mentor *participates in school improvement activities as appropriate *volunteer for at least one extra-curricular school activity (e.g. chaperone, club meeting, score-keeping, etc.)</p>	<p>*uses outside class time to participate in additional programs and/or professional development</p>
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<p>Competency 10: Subject Matter Specialization The Luther Educator 10.1 understands the central concepts, tools of inquiry, and structures of the discipline(s). 10.2 creates learning experiences that make the aspects of subject matter meaningful for students</p>	<p>*does not create opportunities/experiences for students to connect to the discipline in a meaningful way *plans using only published teacher guides *uses only whole class lecture and assessment *uses assessment only for grading purposes *consistently makes content errors *does not correct content errors of students or self</p>	<p>*creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way *constantly depends on mentor teacher for ideas *needs frequent guidance for preparation and implementation of lessons and instructional strategies *has problems transferring knowledge to students *draws on basic content knowledge only *demonstrates little incentive to gather additional and/or supplemental content material</p>	<p>*creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way *standards, benchmarks, assessments and enrichment for learning are reflected in lesson plans *encourages critical thinking *responds to suggestions from mentor teacher and shows ongoing growth *appropriate use of assessment and materials *shows independence in using multiple teaching strategies *works as a facilitator for learning *brings understanding of content knowledge discipline to team collaboration *demonstrates strong content knowledge *makes connections between content and other disciplines and within the discipline *gathers additional content as needed</p>	<p>*meets all proficient level expectations *creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way *independently implements a variety of theories and strategies *creates assessment documents which reflect learning *works as a facilitator for learning beyond expectations *takes initiative consistently to select content that goes beyond traditional texts *challenges students to think critically as they explore ways to connect content to other disciplines</p>
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