

LUTHER COLLEGE

CLINICAL PLACEMENT EVALUATION RUBRIC ACEI (ELEMENTARY EDUCATION) STANDARDS Aligned with 2011 InTASC STANDARDS

This evaluation is used with our candidates in their Methods Practicum and in Student Teaching.
This rubric is intended to be developmental with intentional growth over time.

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| 1 - 4 = Limited - The teacher candidate demonstrates little awareness of the expectations of the standard element |
| 5 - 8 = Emerging - The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding |
| 9 - 12 = Ready to Teach - The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher |
| 13 - 16 = Exceeds Readiness - The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching |

DEVELOPMENT, LEARNING AND MOTIVATION

3/9/18 with revisions 9/11/19

| ACEI Standard | Limited | Emerging | Ready to Teach | Exceeds Readiness |
|--|---|--|--|---|
| <p>1. DEVELOPMENT, LEARNING AND MOTIVATION</p> <p>1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation</p> <p>[2011 InTASC Standard #1 Learner Development]</p> | <p>Little or no knowledge and application of knowledge of the development of children and young adolescents</p> | <p>Limited knowledge of the development of children and young adolescents and inconsistent use of that knowledge to construct learning opportunities</p> | <p>Uses developmentally appropriate planning and teaching to meet the learning objectives</p> <p>Constructs learning opportunities that support individual students' development, acquisition of knowledge, & motivation</p> | <p>Uses & justifies use of developmentally appropriate planning & teaching to meet learning objectives</p> <p>Provides opportunities that support the "whole learner" & varying levels of learners. Seeks better ways to understand & support individual learners</p> |

CURRICULUM STANDARDS: Reading, Writing, and Oral Language; Science; Mathematics; Social Studies; The Arts; Health; PE
2011 InTASC Standard #4
Content Knowledge—related to each discipline

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
|---|--|--|---|---|---|
| <p>2.1 Reading, Writing, and Oral Language— Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas</p> | <p>Weak demonstration of reading, writing, and oral language skills</p> <p>Limited evidence of facilitating the development of ELA skills and concepts of students</p> | <p>Inconsistent demonstration of reading, writing, and oral language skills</p> <p>Facilitation of students' development of ELA skills is inconsistent</p> | <p>Demonstration of reading, writing, and oral language skills is consistent</p> <p>Facilitation of ELA skills are consistent and ongoing</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA (or district/state standards)]</p> | <p>Models the use of reading, writing, and oral language skills throughout his or her teaching practice</p> <p>Facilitates the development of ELA skills as an ongoing responsibility of teaching</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA (or district/state standards)]</p> | <p>It is possible the Elementary candidate was not responsible for students' English/Language Arts learning. This would be rare, but possible</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
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| <p>2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p> | <p>Weak demonstration of knowledge and understanding of science concepts</p> <p>Little or no use of inquiry in the science teaching and learning process</p> | <p>Inconsistent demonstration of knowledge and understanding of science concepts</p> <p>Limited use of inquiry in the science teaching and learning process</p> | <p>Demonstration of knowledge and understanding of science concepts is consistent</p> <p>Designs and implements developmentally appropriate inquiry lessons</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA/NGSS (or district/state standards)]</p> | <p>Demonstration of knowledge and understanding of science concepts is consistent and extends beyond structured lessons</p> <p>Students' use of inquiry permeates science learning</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA/NGSS (or district/state standards)]</p> | <p>It is possible the Elementary candidate was not responsible for students' science learning</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
|---|--|---|---|---|---|
| <p>2.3 Mathematics— Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation</p> | <p>Weak demonstration of knowledge and understanding of math concepts and procedures relative to the math content areas</p> <p>Little or no engagement of students in problem solving and in reasoning and proof</p> | <p>Inconsistent demonstration of knowledge and understanding of math concepts and procedures relative to the math content areas</p> <p>Limited engagement of students in problem solving and in reasoning and proof</p> | <p>Demonstration of knowledge and understanding of math concepts and procedures relative to the math content areas is consistent</p> <p>Engagement of students in problem solving and in reasoning and proof consistent and ongoing</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-M (or district/state standards)]</p> | <p>Demonstration of knowledge and understanding of math concepts and procedures relative to the math content areas is consistent and extends beyond structured lessons</p> <p>Students' use of problem solving and reasoning and proof is ongoing</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-M (or district/state standards)]</p> | <p>It is possible the Elementary candidate was not responsible for students' mathematics learning</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
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| <p>2.4 Social Studies— Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> | <p>Weak demonstration of knowledge and understanding of social studies concepts</p> <p>Little or no use of modes of social studies inquiry</p> <p>Does not facilitate the development of students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> | <p>Inconsistent demonstration of knowledge and understanding of social studies concepts</p> <p>Limited use of modes of social studies inquiry</p> <p>Inconsistent facilitation of the development of students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> | <p>Demonstrates knowledge and understanding of social studies concepts</p> <p>Uses of modes of social studies inquiry</p> <p>Facilitates the development of students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA/NCSS (&/or district/state standards)]</p> | <p>Demonstration of knowledge and understanding of social studies concepts extends beyond structured lessons</p> <p>Students uses modes of social studies inquiry regularly</p> <p>Students are able to make age-appropriate informed decisions as citizens of a culturally diverse democratic society and interdependent world</p> <p>[Learning goals are aligned with the Iowa Core/CCSS-ELA/NCSS (&/or district/state standards)]</p> | <p>It is possible the Elementary candidate was not responsible for students' social studies learning.</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
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| <p>2.5 The Arts—Candidates know, understand, and use—as appropriate to their own understanding and skills— the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students</p> | <p>Little or no knowledge of “the arts”</p> | <p>Limited knowledge and understanding of “the arts”</p> <p>Inconsistent opportunities for understanding and development or the performing and visual arts</p> | <p>Demonstrates knowledge and understanding of “the arts”</p> <p>Facilitates the students’ understanding and development of the performing and visual arts</p> <p>[Learning goals are aligned with professional (NAEA/NAfME or district/state standards)]</p> | <p>Facilitates students’ understanding and appreciation of “the arts”</p> <p>Integrates “the arts” into other curricula, as appropriate</p> <p>Models the use of performing and visual arts as primary media for communication, inquiry, and engagement among elementary students</p> <p>[Learning goals are aligned with professional (NAEA/NAfME or district/state standards)]</p> | <p>It is very possible the Elementary candidate was not responsible for student learning related to the visual arts and/or music curriculum</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness | NA |
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| <p>2.6 Health Education— Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health</p> | <p>Little or no knowledge of the major concepts of health education</p> | <p>Limited knowledge and understanding of major concepts of health education</p> <p>Inconsistent opportunities for development and practices of skills that contribute to good health</p> | <p>Demonstrates knowledge and understanding of major concepts of health education</p> <p>Consistently provides students opportunities for development and practices of skills that contribute to good health</p> <p>[Learning goals are aligned with professional (AAHE or district/state standards)]</p> | <p>Demonstrates knowledge and understanding of major concepts of health education</p> <p>Opportunities for development and practices of skills that contribute to good health extend beyond structured lessons</p> <p>Students demonstrate initiative to practice skills that contribute to good health</p> <p>[Learning goals are aligned with professional (AAHE or district/state standards)]</p> | <p>It is very possible the Elementary candidate was not responsible for student learning related to the health education curriculum</p> |

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| <p>2.7 Physical education— Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students</p> | <p>Little or no knowledge and understanding of his or her own skills related to movement and physical activity</p> <p>Little or no understanding of how human movement and physical activity are central to active and healthy life styles</p> | <p>Some knowledge and understanding of his or her own skills related to movement and physical activity</p> <p>Inconsistent use of knowledge and understanding of human movement and physical activity to foster active, healthy life styles and enhanced quality of life for elementary students</p> | <p>Uses knowledge and understanding of his or her own skills related to movement and physical activity to foster active, healthy life styles and enhanced quality of life for elementary students</p> <p>[Learning goals are aligned with professional (NASPE or district/state standards)]</p> | <p>Demonstrates knowledge and understanding of skills related to movement and physical activity</p> <p>Modeling and teaching of healthy life styles and enhanced quality of life extend beyond structured lessons</p> <p>[Learning goals are aligned with professional (NASPE or district/state standards)]</p> | <p>It is very possible the Elementary candidate was not responsible for student learning related to the physical education curriculum</p> |

INSTRUCTION STANDARDS

| ACEI Standard | Limited | Emerging | Ready to Teach | Exceeds Readiness |
|--|--|--|---|--|
| <p>3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community</p> <p>2011 InTASC Standard #7 Planning for Instruction</p> | <p>Plans instruction without knowledge of students, learning theory, connections to other curricula, or of community</p> <p>Plans instruction with little or no recognition of standards: Common Core (ELA/math), Next Generation Science; & other state & local standards</p> | <p>Plans lessons with limited knowledge of the students & of learning theory</p> <p>Plans lessons with limited awareness of the community</p> <p>Plans instruction with unclear connections to standards: Common Core (ELA/math), Next Generation Science; & other state & local standards</p> | <p>Plans & teaches with evidence of knowledge of the students & of learning theory</p> <p>Plans lessons with evidence of awareness of the community</p> <p>Plans & teaches with specific connections to standards: Common Core (ELA/math), Next Generation Science; & other state & local standards</p> | <p>Clearly aligns lessons to the standards: Common Core (ELA/math), Next Generation Science; & other state & local standards</p> <p>Continuously seeks to improve his or her knowledge & understanding of the students & connects that knowledge to his or her knowledge & understanding of learning theory</p> <p>Continuously seeks to improve his or her understanding of the subject matter & to relate that understanding to his or her understanding of the students</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness |
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| <p>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</p> <p>2011 InTASC Standard #2 Learner Differences</p> | <p>Does not acknowledge and respond to the diversity in the classroom</p> <p>Does not plan to engage all the learners</p> | <p>Acknowledges the diversity in the classroom</p> <p>Response to the diversity in the classroom is limited & inconsistent</p> | <p>Realizes & responds to the diversity in the classroom</p> <p>Uses the knowledge of the students' prior experiences & cultures to create instructional opportunities that are adapted to diverse students</p> | <p>Consistently considers the impact of the diversity in the classroom as he or she provides equitable learning opportunities for students</p> <p>Seeks to increase understanding the diversity in the classroom</p> <p>Plans, teaches, & reflects on the efficacy the teaching to maximize the learning for each student</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness |
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| <p>3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving</p> <p>2011 InTASC Standard #5 Application of Content]</p> | <p>Provides little or no opportunity for critical thinking & problem solving</p> <p>Provides primarily "teacher-tell" learning opportunities</p> <p>Demonstrates little or no understanding of the value of critical thinking & problem solving to learning</p> | <p>Demonstrates some understanding of the value of critical thinking & problem solving to learning</p> <p>Provides limited opportunity for critical thinking & problem solving</p> <p>Relies on a few instructional strategies for all types of learning</p> | <p>Understands & uses a variety of instructional strategies that encourage students' development of critical thinking & problem solving</p> | <p>Uses & justifies use of various instructional strategies that encourage students' development of critical thinking & problem solving</p> <p>Adjusts instructional strategies throughout the teaching process in order to provide students appropriate challenges</p> <p>Helps students understand the value of critical thinking & problem solving to learning</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness |
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| <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments</p> <p>2011 InTASC Standard #3 Learning Environments]</p> | <p>No evidence of knowledge & understanding of individual & group motivation & behavior</p> <p>No evidence of planning to foster student engagement in learning, self-motivation, & positive social interaction</p> <p>No evidence of attempts to create a supportive learning environment</p> | <p>Demonstrates limited knowledge & understanding of individual & group motivation & behavior</p> <p>Inconsistent planning to foster student engagement in learning, self-motivation, & positive social interaction</p> <p>Inconsistent attempts to create supportive learning environments</p> | <p>Uses knowledge & understanding of individual & group motivation & behavior to foster engagement in learning, self-motivation, & positive social interaction</p> <p>Explicitly plans to create & maintain supportive learning environments</p> | <p>Uses knowledge of students to create a supportive learning environment & continually seeks ways to maintain that support in response to the “normal” unexpected events during the day</p> <p>Uses knowledge of the students to engage & motivate students in a collaborative environment & continuously evaluates his or her decisions & choices in order to provide ongoing support to all students</p> |

| ACEI Standard CURRICULUM STANDARD | Limited | Emerging | Ready to Teach | Exceeds Readiness |
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| <p>3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</p> <p>2011 InTASC Standard #8 Instructional Strategies]</p> | <p>Does not use instructional strategies to foster inquiry, collaboration, & supportive interaction in the classroom</p> <p>No evidence of planning to foster inquiry & collaboration</p> <p>Little or no use of various communication techniques</p> <p>Uses little or no technology to support teaching & learning</p> | <p>Uses instructional strategies to foster inquiry, collaboration, & supportive interaction limitedly</p> <p>Demonstrates limited knowledge & understanding of effective verbal, non-verbal, & media communication to foster inquiry & collaboration</p> <p>Uses technology with limited purpose &/or planning</p> | <p>Consistently uses knowledge & understanding of effective verbal, nonverbal, & media communication to foster inquiry, collaboration, & supportive interaction</p> <p>Uses technology purposefully to support learning</p> | <p>Uses & justifies use of effective verbal, nonverbal, & media communication to foster inquiry, collaboration, & supportive interaction</p> <p>Uses technology purposefully & effectively & justifies its use</p> <p>Reflects on the efficacy of the communication techniques to continuously improve teaching & learning</p> |

ASSESSMENT STANDARDS

| ACEI Standard | Limited | Emerging | Ready to Teach | Exceeds Readiness |
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| <p>4.0 Assessment for instruction— Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student</p> <p>2011 InTASC Standard #6 [Assessment]</p> | <p>Shows little or no understanding of formal & informal assessment strategies</p> <p>Provides no evidence of the use of assessment to plan, evaluate, & strengthen instruction</p> | <p>Inconsistent use of intentional planning for formal & informal assessment</p> <p>Inconsistent use of assessment strategies for planning, evaluation, & strengthening continuous intellectual, social, emotional, & physical development of students</p> | <p>Plans intentionally for formal & informational assessment</p> <p>Consistently uses assessments strategies for planning, evaluation, & strengthening continuous intellectual, social, emotional, & physical development of students</p> | <p>Evidence is clear that assessment informs instruction</p> <p>Assessment, planning and instruction are seamless</p> <p>Adjusts instruction during teaching according to ongoing assessment</p> <p>Uses data to evaluate student learning & the efficacy of the teaching</p> |

PROFESSIONALISM STANDARDS

| ACEI Standard | Limited | Emerging | Ready to Teach | Exceeds Readiness |
|--|--|---|--|---|
| <p>5.1 Professional growth, reflection, and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally</p> <p>2011 InTASC Standard #9 [Professional Learning & Ethical Practice]</p> | <p>Engages in little or no reflection on his or her practice</p> <p>Rarely, if ever, considers professional ethics</p> <p>Rarely seeks out resources for professional learning</p> <p>Rarely, if ever, evaluates the effects of his or her professional decisions & actions on students, families, & other professionals</p> | <p>Limitedly engages in reflection on his or her practice: the reflection is surface with no concrete strategies to improve or to find ways to improve</p> <p>Is aware of professional ethics</p> <p>Occasionally seeks resources for professional growth, usually only when prompted by someone else</p> <p>Occasionally evaluates the effects of his or her professional decisions & actions on students, families, & other professionals</p> | <p>Routinely engages in reflection on his or her practice</p> <p>Seeks concrete strategies to improve his or her practice; Considers professional ethics in his or her decision-making</p> <p>Routinely seeks resources for professional growth</p> <p>Routinely evaluates the effects of his or her professional decisions & actions on students, families, & other professionals</p> | <p>Reflection on his or her practice is ongoing</p> <p>Seeks help from colleagues & other professionals in the community in order to improve his or her practice</p> <p>Demonstrates understanding of professional ethics</p> <p>Continuously evaluates the effects of his or her professional decisions & actions on students, families, & other professionals & acts on those evaluations</p> |

| ACEI Standard | Limited | Emerging | Ready to Teach | Exceeds Readiness |
|---|--|--|---|--|
| <p>5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children</p> <p>2011 InTASC Standard #10 Leadership & Collaboration]</p> | <p>Does not demonstrate knowledge of the importance of establishing & maintaining a positive collaborative relationship with families, school colleagues, & agencies in the larger community</p> | <p>Understands only limitedly the importance of establishing & maintaining a positive collaborative relationship with families, school colleagues, & agencies in the larger community as a way to promote the intellectual, social, emotional, physical growth, & well-being of children</p> | <p>Establishes a positive relationship with families, school colleagues, & agencies in the larger community</p> <p>Demonstrates understanding of the importance of establishing relationships with others as a way to promote the intellectual, social, emotional, physical growth, & well-being of children, i.e. of the class as a whole & of individual children</p> | <p>Establishes & maintains a positive collaborative relationship with families, school colleagues, & agencies in the larger community as a way to promote the intellectual, social, emotional, physical growth, & well-being of children</p> <p>Seeks ways to advocate for individual children in order to support the children in the classroom</p> |

Student Teaching Narrative Feedback - Please refer to pages 19 & 20 of the Student Teaching Handbook for directions.