# Rubric Breakdown by Level

The candidate demonstrates the following professionalism:

| Yes | No | |
|-----|-----|---|
| | | Models the ethical codes of conduct and standards of the profession in all circumstances |
| | | Builds appropriate relationships with university faculty, school staff and students |
| | | Accepts and implements feedback |
| | | Communicates professionally in all forms (written, electronic, verbally, nonverbally) |
| | | Displays high standards of honesty, integrity and confidentiality with colleagues, students and the public |
| | | Completes assignments, lesson plans and/or duties on or before the due date |
| | | Demonstrates regular and punctual attendance, and informs necessary parties in advance if unable to meet obligations |
| | | Follows the professional dress code of the setting |
| | | Exhibits acceptable handwriting and spelling; uses acceptable grammar in all written and spoken communications |
| | | Uses strong oral communication skills including clear articulation and appropriate variations in volume, intonation and inflection |
| | | Uses non-verbal communication effectively to reinforce verbal and/or written communication |

*Items highlighted with orange indicate that they are evaluated at Intermediate Practicum (I), green are evaluated at Advanced Practicum (A) and blue at Final Practicum (F). The italics represent the expectations for each standard. The rubric itself shows the progression up and down respectively.*

| Rubric Breakdown by Practicum Level | I | A | F |
|---|---|---|---|
| 1. Learner Development - Standard 1.2:  The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. <br> *The teacher candidate:* <br> • *Gathers formal and informal information about students to use when planning instruction* <br> • *Builds topics of student interest into lessons* | I | A | F |
| 2. Learner Development - Standard 1.3:  The teacher candidate implements developmentally appropriate and challenging learning experiences. <br> *The teacher candidate:* <br> • *Activates prior knowledge* <br> • *Modifies plans for the needs of students* <br> • *Uses grouping based on information from the cooperating teacher or data sources* | | A | F |
| 3. Learner Differences - Standard 2.2:  The teacher candidate ensures inclusive learning environments that enable each student to meet high standards. <br> *The teacher candidate:* <br> • *Uses instructional strategies that build on student strengths and develops students areas of weakness* <br> • *Makes academic language accessible to students with varied linguistic backgrounds* | I | | F |
| 4. Learning Environment - Standard 3.3:  The teacher candidate manages student behaviors to promote a positive learning environment. – Classroom Awareness <br> *The teacher candidate:* <br> • *Demonstrates an awareness of the classroom environment* <br> • *Uses proximity control* <br> • *Occupies all quadrants of the room* <br> • *Scans the room and makes eye contact with students* <br> • *Uses wait time* | I | A | F |
| 5. Learning Environment - Standard 3.3:  The teacher candidate manages student behavior to promote a positive learning environment. – Instructional Transitions <br> *The teacher candidate:* <br> • *Uses strategies for transitions to minimize behavioral problems and maximize instructional time* <br> • *Provides introductions/anticipatory sets and closures in lessons* <br> • *Uses transitions between activities, lessons, or procedures to further learning* | I | A | F |
| 6. Learning Environment - Standard 3.3:  The teacher candidate manages student behavior to promote a positive learning environment.  – Teacher Presence <br> *The teacher candidate:* <br> • *Maintains the attention of the classroom* <br> • *Uses voice variation and projects his/her voice* <br> • *Responses are confident, controlled and take into account the needs of individual students* | I | A | F |

| Standard | | | |
|---|---|---|---|
| 7. <u>Learning Environment</u> - Standard 3.3:  The teacher candidate manages student behavior to promote a positive learning environment. – Routines and Procedures<br>*The teacher candidate:*<br>• *Communicates appropriate task and behavior expectations to students*<br>• *Monitors student behavior*<br>• *Reinforces expectations with students* | | ▓ | ▓ |
| 8. <u>Content Knowledge</u> - Standard 4.2:  The teacher candidate creates learning experiences that make the discipline accessible and meaningful for students to assure mastery of the content.<br>*The teacher candidate:*<br>• *Articulates accurate content vocabulary and academic language that is clear, correct, and appropriate to students*<br>• *Models academic language and provides opportunities for students to demonstrate comprehension*<br>• *Communicates accurate concepts to students and provides accurate answers to questions*<br>• *Creates learning experiences that effectively use multiple representations and explanations to capture key ideas* | | ▓ | ▓ |
| 9. <u>Content Knowledge</u> - Standard 4.3:  The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.<br>*The teacher candidate:*<br>• *Plans objective(s) aligned and connected to the appropriate state standards*<br>• *States and/or visually displays the objective(s)*<br>• *Refers to the objective(s) throughout the lesson* | ▓ | ▓ | ▓ |
| 10. <u>Application of Content</u> - Standard 5.2:  The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.<br>*The teacher candidate:*<br>• *Implements learning activities that engage students in critical thinking or collaborative problem solving*<br>• *Introduces content from multiple perspectives* | | ▓ | ▓ |
| 11. <u>Assessment</u> - Standard 6.1:  The teacher candidate understands multiple methods of assessment.<br>*The teacher candidate:*<br>• *Implements formative assessments that match lesson objective(s)*<br>• *Implements assessments to evaluate student learning and to make instructional decisions* | ▓ | ▓ | ▓ |
| 12. <u>Planning</u> - Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.<br>*The teacher candidate:*<br>• *Plans prior to teaching*<br>• *Plans and sequences instructional strategies linked to learning objective(s)*<br>• *Uses knowledge of students to drive instruction* | ▓ | ▓ | ▓ |
| 13. <u>Instructional Strategies</u> - Standard 8.2:  The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.<br>*The teacher candidate:*<br>• *Poses higher-level questions that elicit student thinking*<br>• *Models instructional strategies to show how students can express their understanding of content area concepts*<br>• *Provides opportunities to practice the objective(s) (ie. gradual release of responsibility)* | ▓ | ▓ | ▓ |
| 14. <u>Professional Learning and Ethical Practice</u> - Standard 9.3:  The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.<br>*The teacher candidate:*<br>• *Seeks, reflects and implements feedback from colleagues (mentor teachers, instructors, coaches) to evaluate their performance*<br>• *Identifies areas of improvement and works toward goals for improved practice* | ▓ | | ▓ |
| 15. <u>Leadership and Collaboration</u> - Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.<br>*The teacher candidate:*<br>• *Collaborates with colleagues (mentor teachers, instructors, coaches) to improve practice*<br>• *Shares plans and resources*<br>• *Checks for student learning within the lesson* | ▓ | | ▓ |