**Scope and Sequence of Field Performance Rubrics**

*Behavioral examples are provided, but decisions are made based on a preponderance of evidence and the professional judgment of faculty and mentor teachers. Final Practicum expectations are listed in the blue column, Advanced Practicum expectations are listed in the green column, and Intermediate Practicum Expectations are listed in the orange column.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Final Practicum Expectations** | **Advanced Practicum Expectations** | **Intermediate Practicum Expectations** |
| **Uses knowledge of students and their development to make instructional decisions**  *(Learner Development InTASC 1)* | Uses multiple data sources about students and their development to plan for and adjust teaching  ***Behaviors may include:***   * *Engages in conversations to learn more about students* * *Determines what student know, need to know, and want to know (KWL, interest inventories, etc.)* * *Recognizes learning styles and interests, needs or abilities* * *Connects lessons to students’ personal experiences, backgrounds or topics of interest to make instructional decisions* * *Uses information about students to support student learning* * *Matches learning styles to the teaching strategy* * *Uses information from mentor teachers* * *Uses formative assessment to plan and adjust teaching* | Uses information from at least one source  about students to plan for and adjust teaching  ***Behaviors may include:***   * *Engages in conversations to learn more about students* * *Determines what student know, need to know, and want to know (KWL, interest inventories, etc.)* * *Recognizes learning styles and interests, needs or abilities* * *Connects lessons to students’ personal experiences, backgrounds or topics of interest to make instructional decisions* * *Uses information about students to support student learning* | Gathers data about students to use in planning  ***Behaviors may include:***   * *Engages in conversations to learn more about students* * *Determines what student know, need to know, and want to know (KWL, interest inventories, etc.)* * *Recognizes learning styles and interests, needs or abilities* |
| **Differentiates instruction to meet student needs**  *(Learner Differences InTASC 2)* | Identifies needs in order to plan for and use UDL (Universal Design for Learning) to differentiate instruction to meet student needs  ***Behaviors may include:***   * *Presents information in multiple ways (what)* * *Varies the ways that students express what they know (how)* * *Provides rationale for the lesson to the students (why)* * *Adjusts teaching in response to student needs* * *Activates prior knowledge* | Uses UDL (Universal Design for Learning) to differentiate instruction to meet student needs  ***Behaviors may include:***   * *Presents information in multiple ways (what)* * *Varies the ways that students express what they know (how)* * *Provides rationale for the lesson to the students (why)* * *Responds to identified student needs* * *Activates prior knowledge* | Not formally assessed at the Intermediate Practicum level |
| **Uses varied perspectives and cultural resources to enhance instruction**  *(Learner Differences InTASC 2)* | Delivers instruction to address students’ diverse learning strengths and incorporates multiple perspectives to the discussion of content and makes connections to the classroom experience to acknowledge and build upon student cultures and backgrounds  ***Behaviors may include:***   * *Makes connections beyond the content to students’ cultures, lives and/or demographics* * *Establishes high expectations for all students* * *Shows evidence in planning of a connection to student cultures and demographics* * *Addresses students’ diverse learning strengths* * *Uses student names* * *Creates relevance for learning* * *Learns about students, their community and cultures to better meet needs and plan for instruction* | Not formally assessed at the Advanced Practicum level | Not formally assessed at the Intermediate Practicum level |
| **Demonstrates awareness in the classroom environment**  *(Learning Environment InTASC 3)* | Demonstrates an awareness of student needs and behaviors in the classroom environment, plans based on student needs and behaviors, and adjusts when necessary  ***Behaviors may include:***   * *Notices off task behavior* * *Acknowledges positive behavior* * *Uses proximity with intentionality* * *Scans the room and makes eye contact with students* * *Addresses behavioral concerns* * *Redirects students using nonverbal and verbal cues* * *Adjusts the pacing of the lesson* * *Rephrases as necessary* * *Revisits rules as needed* * *Proactively monitors the learning environment* | Demonstrates an awareness of student needs and behaviors in the classroom environment and adjusts instruction in response to student needs and behaviors  ***Behaviors may include:***   * *Notices off task behavior* * *Acknowledges positive behavior* * *Uses proximity with intentionality* * *Scans the room and makes eye contact with students* * *Addresses behavioral concerns* * *Redirects students using nonverbal and verbal cues* * *Adjusts the pacing of the lesson* * *Rephrases as necessary* * *Revisits rules as needed* | Demonstrates an awareness of student needs and behaviors in the classroom environment  ***Behaviors may include:***   * *Notices off task behavior* * *Acknowledges positive behavior* * *Uses proximity control* * *Scans the room* |
| **Uses transitions during instruction**  *(Learning Environment InTASC 3)* | Uses transitions to maximize instructional time; therefore, minimizing behavioral concerns and attending to individual students who might need further accommodation  ***Behaviors may include:***   * *Manages materials efficiently throughout the lesson* * *Organizes students for grouping* * *Structures transitions before, during and after the lesson* * *Preserves instructional time* * *Plans for and organizes students for grouping* * *Plans for movement in the classroom* * *Uses attention getters* * *Addresses individual students as necessary to support their success during transitions* | Uses transitions to maximize instructional time  ***Behaviors may include:***   * *Manages materials efficiently throughout the lesson* * *Organizes students for grouping* * *Structures transitions before, during and after the lesson* * *Preserves instructional time* * *Plans for and organizes students for grouping* | Uses relevant transitions during instruction  ***Behaviors may include:***   * *Manages materials throughout the lesson* * *Organizes students for grouping* * *Structures transitions before, during and after the lesson* * *Preserves instructional time* * *Organizes students for grouping* |
| **Communicates verbally and nonverbally**  *(Learning Environment InTASC 3)* | Communicates verbally and nonverbally in ways that show respect and responsiveness to students; facilitating discussion as necessary  ***Behaviors may include:***   * *Uses voice variation and projects voice* * *Effective use of body posture and facial expressions* * *Uses adequate wait time* * *Maintains the attention of the classroom* * *Responds with confidence and control and considers the needs of individual students* * *Engages students with actions and movement* * *Facilitates group and/or individual conversations as needed* | Communicates verbally and nonverbally in ways that show respect and responsiveness to students  ***Behaviors may include:***   * *Uses voice variation and projects voice* * *Effective use of body posture and facial expressions* * *Allows for adequate wait time* * *Maintains the attention of the classroom* * *Responds with confidence and control and considers the needs of individual students* * *Engages students with actions and movement* | Communicates verbally and nonverbally in ways that show respect to students  ***Behaviors may include:***   * *Uses voice variation and projects voice* * *Uses effective body posture and facial expressions* * *Provides for wait time, but it may be too short or too long* * *Maintains the attention of the classroom* |
| **Communicates task and behavior expectations**  *(Learning Environment InTASC 3)* | Communicates and reinforces clear task and behavior expectations and holds students accountable for actions that support the expectations in the learning environment  ***Behaviors may include:***   * *Provides directions that students follow as intended* * *Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)* * *Reinforces expectations for student behavior* * *Recognizes when students are on or off task* * *Enforces consequences as necessary and appropriate for a teacher candidate* | Communicates and reinforces clear task and behavior expectations to students  ***Behaviors may include:***   * *Provides directions that lead to student response* * *Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)* * *Reinforces expectations for student behavior* * *Communicates when students are on and off task* | Communicates clear task and behavior expectations to students  ***Behaviors may include:***   * *Provides directions that students follow as intended* * *Communicates expectations in clearly and in multiple ways (verbal, visual, nonverbal, etc.)* |
| **Uses accurate content and academic vocabulary**  *(Content Knowledge InTASC 4)* | Communicates accurate content, uses appropriate content vocabulary, provides opportunities for students to demonstrate understandinganduses knowledge of common misconceptions to enhance understanding  ***Behaviors may include:***   * *Uses accurate academic vocabulary and within the correct context* * *Models for students* * *Provides opportunities for students to practice* * *Assists students in making connections* * *Recognizes and addresses students’ misconceptions that interfere with learning* * *Plans for content-related misconceptions* * *Refines instruction as a result of misconceptions* | Communicates accurate content, uses appropriate content vocabulary and provides opportunities for students to demonstrate understanding  ***Behaviors may include:***   * *Uses accurate academic vocabulary and within the correct context* * *Models for students* * *Provides opportunities for students to practice* * *Assists students in making connections* * *Recognizes and attempts to address when students lack understanding* | Not formally assessed at the Intermediate Practicum level |
| **Aligns objectives to standards**  *(Content Knowledge InTASC 4)* | Aligns and connects the objective(s) to the appropriate state standards and states and/or visually displays it during instruction; adds relevance for students  ***Behaviors may include:***   * *Aligns objective to the most appropriate standard* * *States and/or posts objectives* * *Aligns objective to the learning experiences* * *Connects content to previous or future learning to support student understanding* * *Makes objectives relevant to students* | Aligns and connects the objective(s) to the appropriate state standards and lesson learning experiences  ***Behaviors may include:***   * *Aligns objective to the most appropriate standard* * *States and/or posts objectives* * *Aligns objective to the learning experiences* | Not formally assessed at the Intermediate Practicum level |
| **Engages students in critical thinking and collaborative problem solving**  *(Application of Content InTASC 5)* | Connects developmentally appropriate content in a manner that engages students in collaboration, critical thinking, and inquiry in the discipline  ***Behaviors may include:***   * *Plans interactions among students to support learning* * *Encourages students to ask questions* * *Facilitates collaborative problem solving* * *Offers differing approaches to solving problems (ie. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.)* * *Provides reading and writing opportunities across content areas* * *Engages learners in applying content knowledge to real world problems or provides a connection for students* * *Provides cross-curricular connections* * *Provides relevant opportunities for collaboration, critical thinking and inquiry* | Connects developmentally appropriate content in a manner that engages students in collaboration or critical thinking in the discipline  ***Behaviors may include:***   * *Plans interactions among students to support learning* * *Encourages students to ask questions* * *Facilitates collaborative problem solving* * *Offers differing approaches to solving problems (ie. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.)* * *Provides reading and writing opportunities across content areas* | Connects content in a manner that engages students in critical thinking or collaboration in the discipline  ***Behaviors may include:***   * *Plans interactions among students to support learning* * *Encourages students to ask questions* * *Facilitates collaborative problem solving* |
| **Uses assessment to inform instruction**  *(Assessment InTASC 6)*  *\*formal and informal was thought to further clarify for mentor teachers* | Uses multiple formative assessments (formal and informal) that match objective(s) to inform instructional decisions throughout the lesson  ***Behaviors may include:***   * *Matches the formative assessment to the objective(s)* * *Checks for student understanding throughout the lesson* * *Monitors individual student understanding through multiple practice opportunities* * *Uses multiple formative assessments to assess objectives throughout the lesson* * *Tracks individual student understanding* * *Makes adjustment while teaching based on assessments* | Uses multiple formative assessments (formal and informal) that match objective(s) throughout the lesson  ***Behaviors may include:***   * *Matches the formative assessment to the objective(s)* * *Checks for student understanding throughout the lesson* * *Monitors individual student understanding through multiple practice opportunities* * *Uses multiple formative assessments to assess objectives throughout the lesson* * *Tracks individual student understanding* | Uses a minimum of one formative assessment (formal and informal) that matches the objective(s)  ***Behaviors may include:***   * *Matches the formative assessment to the objective(s)* * *Checks for student understanding throughout the lesson* * *Monitors individual student understanding* |
| **Plans for instruction**  *(Planning for Instruction InTASC 7)*  *This assesses only the lesson plans, not the implementation.* | Lesson plans sequence instructional strategies linked to learning objective(s), instructional strategies, assessments, and engagement with content  ***Behaviors may include:***   * *Lesson plans align strategies and activities to the content and objective(s)* * *Lesson plans scaffold learning experiences* * *Learning experiences and instructional strategies within the lesson plan match the same cognitive demands as the objective* * *Lesson plans include transitions and management strategies to support the objective* * *Lesson plans sequence experiences in a meaningful way* * *Lesson plans reflect multiple ways for students to engage in content* | Lesson plans align learning objective(s), instructional strategies, and assessments  ***Behaviors may include:***   * *Lesson plans align strategies and activities to the content and objective(s)* * *Lesson plans scaffold learning experiences* * *Learning experiences and instructional strategies within the lesson plan match the same cognitive demands as the objective* * *Lesson plans include transitions and management strategies to support the objective* | Not formally assessed at the Intermediate Practicum level |
| **Uses research-based instructional strategies**  *(Instructional Strategies InTASC 8)* | Uses evidence-based instructional strategies to enhance teaching, allows students to apply content area concepts, and provides opportunities for students to process and articulate this new knowledge  ***Behaviors may include:***   * *Evidences components of gradual release (or a similar structure that supports learning)* * *Chooses strategies that support learning and fit the content* * *Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)* * *Asks varied levels of questions to assess student understanding (eg. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.)* * *Organizes and implements in ways that allow students to practice skills and demonstrate understanding* | Uses relevant evidence-based instructional strategies that allow students to apply content area concepts  ***Behaviors may include:***   * *Evidences components of gradual release (or a similar structure that supports learning)* * *Chooses strategies that support learning and fit the content* * *Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)* * *Asks varied levels of questions to assess student understanding (eg. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.)* | Not formally assessed at the Intermediate Practicum level |
| **Accepts critique and input regarding performance**  *(Leadership and Collaboration InTASC 9)* | Invites constructive feedback, responds positively; sets, implements and reflects on goals to improve practice  ***Behaviors may include:***   * *Reflects on lessons and views teaching as a learning process* * *Seeks, accepts, and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding* * *Sets and implements goals independently* | Accepts constructive feedback, responds positively, sets and implements goals to improve practice based on the feedback  ***Behaviors may include:***   * *Reflects on lessons and views teaching as a learning process* * *Accepts and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding* * *Sets and implements goals independently* | Accepts constructive feedback, responds positively; with support sets and implements goals to improve practice based on the feedback  ***Behaviors may include:***   * *Reflects on lessons and views teaching as a learning process* * *Accepts and applies feedback from previous teaching experiences to demonstrate growth and understanding* * *Needs guidance to set and implement goals* |
| **Conveys professional decorum**  *(Professional Learning and Ethical Practice InTASC 10)* | Conveys a responsive, confident, and professional decorum when interacting with students, peers, and colleagues in small and large group situations  ***Behaviors may include:***   * *Models ethical practice* * *Demonstrates tactfulness and/or confidentiality* * *Meets deadlines, keeps professional commitments to colleagues and students* * *Maintains the professional appearance required for the setting* * *Speaks and acts in a professional manner and makes appropriate adjustments per audience (ie. grammar, tone, etc.)* * *Displays confidence and competence when interacting with learners, peers, and colleagues in small and large group situations* * *Shows awareness of and responsiveness to learner, peer and colleague needs* | Conveys a confident, professional decorum when interacting with students, peers, and colleagues  ***Behaviors may include:***   * *Models ethical practice* * *Demonstrates tactfulness and/or confidentiality* * *Meets deadlines, keeps professional commitments to colleagues and students* * *Maintains the professional appearance required for the setting* * *Speaks and acts in a professional manner and makes appropriate adjustments per audience (ie. grammar, tone, etc.)* * *Displays confidence when interacting with learners, peers, and colleagues in small and large group situations* | Conveys professional decorum when interacting with students, peers, and colleagues  ***Behaviors may include:***   * *Models ethical practice* * *Demonstrates tactfulness and/or confidentiality* * *Meets deadlines, keeps professional commitments to colleagues and students* * *Maintains the professional appearance required for the setting* |