

## Block 1 Field Experience Rubric

### Domain 1: Planning and Preparation

#### 1a: Demonstrating Knowledge of Content and Pedagogy

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
<p>Lesson plans and practice reflect some knowledge of the state standards, content, and instructional practices specific to that discipline.</p> <p>Lesson plans are lacking basic elements, or are difficult to follow.</p> <p>Learning objectives are incomplete</p> <p>Some evidence of extension activities, methods, and higher-level thinking skills.</p>	<p>Lesson plans and practice display no knowledge of the state standards, content, or the instructional practices specific to that discipline.</p> <p>Lesson plans are incomplete.</p>

<b>Areas for Improvement</b>	NA	Minor	Major
D.1a.02w: Lesson plans display limited knowledge of the content in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.1a.03w: Lesson delivery/practice displays limited knowledge of discipline-specific practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.1a.04w: Lesson plans lack basic elements (including objectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	EB
D.1a.01k: Lesson plans and practice consistent knowledge of state standards, content, and instructional practices specific to that discipline.	<input type="checkbox"/>
D.1a.02k: Lesson plans include use of higher level thinking skills, activities, and application.	<input type="checkbox"/>

#### 1e: Designing Coherent Instruction that Demonstrates Knowledge of Students

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
<p>The candidate's plan for learning experiences demonstrates some alignment with instructional outcomes.</p> <p>Lessons have a recognizable structure and reflect moderate knowledge of grade level</p> <p>Candidate demonstrates some knowledge of the importance of understanding students' backgrounds, skills, language proficiency, and special needs.</p>	<p>The teacher's plan for learning experiences is poorly aligned with instructional outcomes and does not represent a coherent structure.</p> <p>Teacher demonstrates minimal knowledge of students' backgrounds, or grade level expectations.</p>

<b>Areas for Improvement</b>	<b>NA</b>	<b>Minor</b>	<b>Major</b>
D.1e.01w: Learning outcomes and instructional plans for learning experiences are not well aligned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.1e.02w: Instructional plans for learning experiences are not coherent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.1e.04W: Lesson plans are not appropriate for grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>EB</b>
D.1e.01k: The candidate's plans consistently demonstrate knowledge of content, students, and resources.	<input type="checkbox"/>
D.1e.02k: Lessons illustrate complete alignment with instructional outcomes.	<input type="checkbox"/>
D.1e.03k: Lessons have a clear structure, reflective of knowledge of grade level.	<input type="checkbox"/>

Comments on Domain 1:

## Domain 2: The Classroom Environment

### 2a: Creating an Environment of Respect

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
Classroom interactions, both between the candidate and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between the candidate and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.

<b>Areas for Improvement</b>	<b>NA</b>	<b>Minor</b>	<b>Major</b>
D.2a.01w: Classroom interactions between the candidate and the students are negative, inappropriate, or insensitive to students' cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2a.02w: Classroom interactions between the candidate and the student are negative, inappropriate, or insensitive to students' developmental differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>EB</b>
D.2a.01k: Candidate interactions with students are polite, respectful, and sensitive to the cultural and developmental differences among groups of students.	<input type="checkbox"/>

### 2c: Establishes and Manages Classroom Procedures

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
Some instructional time is lost because of inefficient use of established classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties	Considerable instructional time is lost because of inefficient use of established classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

<b>Areas for Improvement</b>	<b>NA</b>	<b>Minor</b>	<b>Major</b>
D.2c.01w: The candidate does not make use of already established classroom routines and procedures for transitions. Candidate's oral instructions to students are confusing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2c.02w: The candidate does not make use of already established classroom routines and procedures for handling of supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2c.03w: The candidate does not make use of already established classroom routines and procedures for performance of non-instructional duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>EB</b>
D.2c.01k: The candidate makes use of already established classroom routines and provides clear, concise directions to students.	<input type="checkbox"/>

2d: Uses already established behavior management techniques.

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
<p>There is some evidence that the candidate makes an effort to use established standards of conduct and tries to monitor student behavior, but these efforts are not always successful.</p> <p>The candidate addresses some off task, inappropriate, or challenging behavior efficiently. The candidate generally reinforces positive behavior.</p>	<p>There is no evidence that the candidate makes an effort to use established standards of conduct. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p>The candidate does not address off-task, inappropriate, or challenging behavior efficiently. The candidate does not reinforce positive behavior.</p>

<b>Areas for Improvement</b>	<b>NA</b>	<b>Minor</b>	<b>Major</b>
D.2d.01w: The candidate does not make an effort to use established standards of conduct that are clear to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2d.02w: The candidate does not monitor student behavior systematically and regularly against the standards of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2d.05w: The candidate does not strategically reinforce positive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>HEB</b>
D.2d.03k: The candidate's monitoring of student behavior is respectful and preventative.	<input type="checkbox"/>
D.2d.04k: The candidate's response to student misbehavior is sensitive to individual student needs.	<input type="checkbox"/>

Comments on Domain 2:

### Domain 3: Instruction

#### 3a: Communicating with Students

Developing <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<p>The candidate has a positive presence in the classroom.</p> <p>The candidate develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson and connecting the objective to prior knowledge.</p>	<p>The candidate has an inadequate presence in the classroom.</p> <p>The candidate ineffectively develops students' understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective.</p>

Areas for Improvement	NA	Minor	Major
D.3a.03w: The candidate's lesson does not connect to the objectives,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.3a.04w: The candidate does not clearly state what students will know or be able to do at the end of a lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.3a.05w: The candidate does not clearly connect objectives to prior learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Behaviors	EBs
D.3a.01k: The candidate provides students opportunities for think time.	<input type="checkbox"/>
D.3a.02k: The candidate refers to objectives at key points during lessons.	<input type="checkbox"/>

#### 3c: Engaging Students in Learning

Developing <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
<p>Activities are moderately appropriate for the instructional outcomes and actively engage students in learning.</p> <p>Lessons have recognizable structure, but are not fully maintained, are poorly paced, and have limited academic focus.</p> <p>The candidate sometimes uses <b>technology</b> (as available) in the teaching and learning processes.</p>	<p>Activities are not appropriate for the instructional outcome or do not actively engage students in learning.</p> <p>Lessons have no structure, have no pace, and have no academic focus.</p> <p>The candidate does not use technology (as available) in the teaching and learning processes.</p>

Areas for Improvement	NA	Minor	Major
D.3c.01w: Activities, assignments, and materials are not appropriate for the instructional outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.3c.02w: Activities, assignments, and materials do not actively engage students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.3c.10w: The teacher does not use technology (as available) in the teaching and learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>EB</b>
D.3c.01k: Activities, assignments, and materials actively engage students in learning	<input type="checkbox"/>

Comments on Domain 3:

### Domain 4: Professional Responsibilities

#### 4a: Showing Professionalism

<b>Developing</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>
<p>The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality, with some support supervision.</p> <p>The teacher attempts to comply with school and district regulations.</p> <p>The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity, and requires some support supervision. The teacher responds appropriately to and acts upon feedback.</p>	<p>The teacher does not adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The teacher fails to comply with school and district regulations and timelines.</p> <p>The teacher has difficulty demonstrating respect, responsibility, honesty and integrity, requires frequent support supervision, and resists feedback from colleagues and administration.</p>

<b>Areas for Improvement</b>	<b>NA</b>	<b>Minor</b>	<b>Major</b>
D.4a.01w: The candidate has not adhered to one or more standards for professional conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.02bw: The candidate has not complied with one or more of the University performance requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.03w: The candidate has not attended required events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.04w: The candidate has not been punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.05w: The candidate has not complied with school or district regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.05bw: The candidate has not complied with University regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.06w: The candidate has not complied with school or district timelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.06bw: The candidate has not complied with University timelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.07w: The candidate has difficulty demonstrating respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.08w: The candidate has difficulty demonstrating responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.09w: The candidate has difficulty demonstrating honesty and integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.10w: The candidate requires frequent supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.4a.11w: The candidate resists feedback from Clinical Faculty and CT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Effective Behaviors</b>	<b>EB</b>
D.4a.01k: The candidate performs with minimum supervision.	<input type="checkbox"/>
D.4a.02k: The candidate adheres to professional obligations.	<input type="checkbox"/>

Comments on Domain 4: