

**Eliot Pearson Dept. of Child Development  
Tufts University**

**Rubric for Student Teaching PreK-2 Licensure (1/2010)**

This rubric is intended to provide students with performance expectations and indicators of success for student teaching practicum experience. It is intended to help Tufts students and their cooperating teachers and supervisors examine the competences according to the criteria in the PPA (Preservice Performance Assessment for Practicum) as required by the state of Massachusetts. Students are encouraged to read through the rubric carefully and to use it as a resource to understand the meanings of the specific PPA items during the course of the student teaching experiences.

At the same time, please note that in our program at Eliot-Pearson we encourage a holistic approach to becoming teachers of young children, grounded in knowledge and theories of child development and learning, informed by research and guided by observation and documentation of children in their learning activities, and by active engagement in reflective practice.

## Standard A: Plans Curriculum and Instruction (draft 11.09)

Curriculum planning and instruction are based on knowledge of child development and the encompassing areas of social, emotional, cognitive, physical, and language development and creative expression. Understanding how a child learns, thinks, and understands the world enables teachers to develop curriculum experiences that are accessible to all learners. The content of standards, the variety of teaching methods, the results of assessments and the range of resources should be integrated seamlessly with our knowledge of child development in order to plan the best learning experiences possible. Subject matter content is equally important.

PPA Indicator	Definition	Beginning (1)	Progressing (2)	Proficient (3)	Advanced (4)
a. Curriculum takes into account a child development focus on the whole child	Whole child development includes: social emotional, cognitive, language, physical motor, creative expression	View of the child is limited to specific domains (not the whole child)	There is some awareness of importance of more than one dimension of child development	All areas of development are considered and incorporated	All areas of child development are proactively integrated in an interdisciplinary manner
1. Draws on content standards of relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning accumulative and advance students' level of content knowledge		Minimal, if any, references to curriculum frameworks and professional standards; there is minimal logic to sequence of lessons and content	There is awareness of curriculum frameworks and standards, with an increased understanding how they connect to the lessons.	The curriculum is based on professional standards and curriculum framework and is well sequenced in logical units of study.	Student's interests and levels are incorporated into the standards and curriculum frameworks. Curriculum is well sequenced in logical units of integrated and/or project based study.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency and range of cognitive levels being taught.		Minimal, if any, use of assessment results	Uses assessment results to plan for the class as a whole	Uses a variety of assessment strategies to plan and adjust instruction for individuals and groups	Assist (P-12) students with understanding assessment results and establishing personal learning goals. Plans assessment strategies that can engage all stakeholders.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by full range of students within the classroom.		Inappropriate reliance upon one literacy resource for class instruction; limits use of learning materials to internet based resources	Limited use of available literacy resources in meeting the needs of all students	Uses multiple and diverse literacy resources in meeting the needs of all students, including public libraries.	Uses multiple resources and seeks out other school professionals and families in meeting the needs of all students
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.	Prior knowledge acknowledged	Does not identify prerequisite skills, concepts, and vocabulary.	Begins to identify prerequisite skills, concepts and vocabulary for unit of study in whole group	Identifies prerequisite skills for the range of learners in the classrooms in small groups	Identifies prerequisite skills that are incorporated and integrated into project based learning in an innovative manner.

5. Plans lessons with clear objectives and relevant measurable outcomes.		Objectives are not suitable for students in the class, there is no system to measure outcomes	Most objectives are suitable for students in the class and there is explanation for measuring outcomes	Objectives are clearly suitable for most students in the class and lessons are planned to provide appropriate and reasonable modes of assessment	Clear objective(s), learning activities, and assessments take into account the varying needs of individual students
6. Draws on resources from colleagues, families, and the community to enhance learning.		Understands the importance of developing resources	Draws on some resources from colleagues and families.	Draws on more resources from several sources	Draws on a wide range of resources to enhance learning from colleagues, families and the larger community.
7. Incorporates appropriate technology and media in lesson planning.		Little or inappropriate infusion of technology and media into instruction	Attempts to use available technology/multimedia but without significant impact on teaching and learning	Regularly uses available and appropriate technology/multimedia to enhance teaching and learning	Seeks out or develops technology applications to enhance teaching and learning
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.		Aware that students with special needs have an IEP.	Has read the IEP and its recommendations	Incorporates modification into the lessons	Is proactive about adapting curriculum to make it accessible for all students.

## Standard B: Delivers Effective Instruction (draft 11.09)

Effective instruction is an ongoing process of sharing ideas and content with the learners in the classroom and analyzing on the effectiveness of that process. It involves identifying clear goals and objectives for students and constantly revisiting those goals in order to assess the learning of all students. There is a clear and specific dialogue between teacher and students, involving feedback for students and ultimately feedback for the teacher based on the learning of the students.

PPA Indicator	PPA Definition	Beginning (1)	Progressing (2)	Proficient (3)	Advanced (4)
1. Communicates high standards and expectations when beginning the lesson	a. Makes learning objectives clear to students	Lesson objectives are not communicated to students	Communicates objectives to all students	Communicates objectives, high standards, and expectations at the beginning of the lesson.	Communicates objectives that incorporate student input.
	b. Communicates clearly in writing and speaking	Frequent errors in written and oral communication	Occasional errors in written and oral communication	Written/oral communication is always informative; expressed in standard English	Written and oral communication is exemplary
	c. Uses engaging ways to begin a new unit of study or lesson (Students are engaged cognitively, social-emotionally, and physically)	Activities fail to engage students	Some students motivated to engage in relevant learning activities	Most students are motivated to engage in relevant learning activities	All students are motivated to engage in creative and relevant learning activities across the domains
	d. Builds on students' prior knowledge and experience	Does not acknowledge student's prior experience or knowledge	Begins to acknowledge prior experiences and incorporates into instruction	Proactively asks what students already know and are interested in and what to know about a specific topic	Integrates student's prior knowledge/experiences in interdisciplinary manner.
2. Communicates high standards and expectations when carrying out the lesson.	a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) <b>Demonstrates an adequate knowledge of and approach to the academic content of lessons.</b> (See license-specific questions in Guidelines) d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond. f) Uses instructional technology appropriately	Lower level or no questioning with little time for student response; no variety in teaching strategies	Uses a limited variety of questioning and teaching techniques to stimulate thinking and discussion. Inconsistent in providing adequate response time	Uses a variety of questioning and teaching techniques to stimulate thinking and discussion. Students given adequate time to respond	Uses questioning and teaching techniques to stimulate higher level thinking skills that helps students develop skills, knowledge and dispositions

<p>3. Communicates high standards and expectations when extending and completing the lesson.</p>	<p>a) Assigns homework or practice that furthers student learning and checks it.  b) Provides regular and frequent feedback to students on their progress.  c) Provides many and varied opportunities for students to achieve competence.</p>	<p>Does not assign homework when developmentally appropriate;  Minimal feedback given to students</p>	<p>Assigns homework when developmentally appropriate; Feedback to students is general in nature and/or delayed</p>	<p>Uses homework as a part of the curriculum cycle; Feedback to students is individualized and completed in a timely manner</p>	<p>Students and families have input in the homework cycle; Feedback to students is individualized and completed in a timely manner and causes P-12 student to reflect on their own learning; Culminating unit events include families.</p>
<p>4. Communicates high standards and expectations when evaluating student learning.  (See Standard C-3. also)</p>	<p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</p>	<p>Uses only one type of assessment; Minimal, if any, use of assessment results;</p>	<p>Limited use of formal and informal assessment strategies; Uses assessment results to plan for the class as a whole;</p>	<p>Develops and/or uses a combination of formal and informal assessment strategies; Uses assessment results to plan and adjust instruction for individuals and groups;</p>	<p>Demonstrates the ability to revise assessment instruments based on data; Assist (P-12) students with understanding assessment results and establishing personal learning goals</p>
	<p>b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	<p>No established record keeping system in place</p>	<p>Maintains fairly accurate records in a systematic manner</p>	<p>Consistently maintains accurate records in a systematic manner using technology</p>	<p>Consistently maintains accurate records; Modifies record keeping systems for more effectiveness; student work used for self-reflection; incorporates family ideas.</p>

### Standard C: Manages Classroom Climate and Operation (draft 11.09)

A classroom climate that facilitates success is one in which all members of the community are recognized, respected and challenged. The physical environment is engaging. Teachers, children and families work together to develop a community of learners.

PPA Indicator	Definition	Beginning (1)	Progressing (2)	Proficient (3)	Advanced (4)
<i>1. Creates a climate that is conducive to learning</i>	Positive, attractive, engaging classroom environment, mutual respect, and a caring atmosphere; positive interactions among teachers and students	Classroom interactions are often disrespectful and/or uncaring	Recognizes factors that create a positive classroom environment and is beginning to implement them	Maintains a positive, respectful and democratic classroom	Facilitates (P-12) students' responsibility to develop a positive, respectful and democratic classroom
2. Creates a physical environment appropriate to a range of learning experiences	In the classroom are a variety of materials, and activities to meet the range of learners	There are few materials to support a range of learners; most students are using the same materials all the time	Activities and materials begin to be differentiated to meet the needs of the students.	There is a range of materials and activities and students are guided to the appropriate learning experiences.	Students are able to access the appropriate materials/activities to meet their learning needs; physical environment is aesthetic and responsive and reflects the living /changing nature of learning
3. Maintains appropriate standards of behavior, mutual respect and safety	High expectations for learning, behavior and safety; there is consistency with flexibility; able to set limits, boundaries when needed	Rarely monitors student behavior and/or inconsistently or incorrectly uses behavioral management strategies. Insensitive to student differences	Beginning to recognize and monitor student behavior and uses behavioral management strategies that sometimes yield desired results. Usually sensitive to student differences	Intentionally monitors student behavior and uses a variety of behavioral management strategies to yield desired results. Interventions are sensitive to student differences	Anticipates student behavior and implements preventative behavior management strategies to yield desired results. Interventions are sensitive to student differences. Engages students in the process.
4. Manages classroom routines and procedures without significant loss of instructional time	Classroom routines, procedures and transitions are viewed as a learning experience.	Limited evidence of time management and organization of materials; Instructional time is lost during transitions; behavioral problems result	Daily schedule /routines for management of materials/equipment are in place but used inconsistently	Daily schedule/routines for management of materials/equipment are in place and consistently used. Transitions occur smoothly. Students are held accountable.	Daily schedule/routines for management of materials/equipment are in place and utilized consistently; students also assume responsibility for classroom efficiency

## Standard D: Promotes Equity (draft 11.09 )

Promoting equity in the classroom involves realizing the strengths and challenges that each child and family bring to the classroom. It is a realization of the differences in our community of learners and understanding the ways in which every learner is challenged with appropriate and meaningful academic tasks. Learners discover strategic and powerful ways to focus their effort and to do the work of school.

PPA Indicator	Definition	Beginning (1)	Progressing (2)	Proficient (3)	Advanced (4)
1. Encourages all students to believe that effort is a key to achievement	Sees the potential of all students; understands that effort looks differently for individual students and is able to set challenging goals for each	Inconsistent in supporting all students; may show favoritism	Demonstrates respect and regard for all student efforts	Demonstrates specific and multiple ways to support all student efforts	Facilitates the development of intrinsic motivation for all students
2. Works to promote achievement by all students without exception	Provides opportunities for all students to succeed; differentiated instruction	Does not provide multiple resources for diverse range of students; all students have same materials	Implements some accommodations for diverse learning	Differentiates instruction to facilitate achievement by all students	Differentiates instruction for diverse learners; engages students in supporting each other's achievements; values inclusion.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.	Makes adaptations and modifications for all students; differentiates content and curriculum; considerations provided for student home background, culture and language.	Little or no awareness of promoting equity in Curriculum planning and implementation	Some adaptations of learning activities to promote equity	Learning experiences routinely integrate pro-equity adaptations for students. Includes content in learning encounters that promotes equity.	Proactively addresses issues of equity for all students within and beyond the classroom environment, and beyond routine equity-related learning activities; involves families in process of curriculum planning and modification; embraces cultural diversity for the benefits it provides for all.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.	Democratic principles; deeper understanding of similarities and differences	Shows no appreciation for connections of classroom learning to larger institutions of civic learning	Unknowingly uses some democratic principles in classroom learning activities (voting for class pet); awareness of differences	Cultivates student awareness of as well as employing practices, such as voting, making choices, seeking fair and equitable solutions to problems; noting similarities and differences	Involves students in discussion of American culture, civic activism, through age appropriate learning experiences and making a difference

## Standard E: Meets Professional Responsibilities (draft 11.09)

Just as we expect students to engage in learning communities so we expect teachers to do the same. Meeting professional responsibilities encompasses working, learning and communicating with families and colleagues in professional, thoughtful, analytical and appropriate ways at all times.

PPA Indicator	Definition	Beginning (1)	Progressing (2)	Proficient (3)	Advanced (4)
1. Understands his or her legal and moral responsibilities	Behaves in professional manner, including, confidentiality and carrying out all job related responsibilities	Has unacceptable excuses for absences; is continually late; usually unprepared; Often exhibits unprofessional behavior (violating confidentiality, unaware of legal responsibilities)	Has a fairly good record of attendance; usually well-prepared; Usually demonstrates professional ethics; has to be reminded about issues of confidentiality, fairness, and legal responsibilities	Has a record of excellent attendance; is well-prepared; Demonstrates professional ethics in most aspects of the teaching profession	Always demonstrates the highest of professional standards in all aspects of the teaching profession; holds high standards even in difficult situations
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.		Shows little or no energy or enthusiasm toward teaching and subject matter	Energy and enthusiasm for teaching and subject matter are inconsistent	Demonstrates sincere energy and enthusiasm for teaching and subject matter	Evidence that energy and enthusiasm for subject matter inspires students; well grounded in content knowledge.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.		Shows little interest in current, research and development in early childhood education	Stays up to date on current ideas in early childhood education	Able to integrate theory and practice; evidence of applying new ideas in the classroom; can articulate theory of practice.	Proactively embraces the link of theory- research-practice integration. Takes stance of teacher as researcher; Raises questions about theory, research and practice; member of professional organizations
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.		Usually fails to build relationships with colleagues, especially those who may have inferior credentials	Shows some interest in collaboration with other professionals in the school	Seeks opportunities to collaborate with other professionals in the school	Consistently seeks opportunities to collaborate or build relationships with other professionals in the school, including paraprofessionals; routinely shares resources and materials with others
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.		Inattentive to families' needs; does not make an effort to get involved with parents	Participates in parent-teacher conferences when asked	Regularly teams with the teacher to communicate with families about their child's progress and engages parents in the learning process	Demonstrates initiative in establishing new ways for building relationships and communicating with families.

<p><b>6.</b> Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p>		<p>Unreceptive to constructive criticism; blames others for problems</p>	<p>Sometimes open to constructive criticism; occasionally makes excuses</p>	<p>Listens attentively to constructive criticism and makes use of feedback</p>	<p>Seeks out constructive criticism and implements change as soon as possible; able to critique own performance; involved in active professional dialogue; participates in professional development activities beyond immediate school environment.</p>
<p><b>7.</b> Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>		<p>Little understanding of legal and ethical responsibilities regarding use of internet.</p>	<p>Aware of appropriate use of Internet with young children.</p>	<p>Communicates appropriate use of Internet with young children</p>	<p>Proactively engages school community in developing classroom policies on use of internet including with families. Draws on professional literature for development safe and meaningful use of internet.</p>