

ITEMIZED RUBRIC FOR BYU (9/15/06)

CLINICAL PRACTICE ASSESSMENT SYSTEM (CPAS)

INDICATOR	Proficient 5	4	Competent 3	2	Emerging 1	N/O–N/M 0
PRINCIPLE 1—CONTENT: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.						
1. Understands content, concepts, and processes.	Demonstrates insightful understanding of content, concepts, and processes, beyond what is needed to teach the lesson.		Demonstrates sufficient understanding of content, concepts, and processes to teach the lesson.		Has general but weak understanding of content, concepts, and processes, and inadequacies in understanding appear during teaching .	Not observed or not met
2. Links content to students' prior knowledge and everyday life.	Creates connections to: • previous lessons, • students' prior knowledge, and • everyday life, sometimes leading students to create their own connections as well.		Creates connections to previous lessons, students' prior knowledge, or everyday life.		Attempts to create connections to previous lessons, students' prior knowledge, or everyday life, but results are inadequate or superficial.	Not observed or not met
3. Chooses accurate, comprehensive, and useful resources (e.g., visuals, alternate texts).	Chooses and uses multiple resources in addition to texts that enhance student learning and support and complement the instructional strategies.		Chooses some resources in addition to texts that provide some additional support for learning.		Chooses minimal additional resources or materials that may not enhance learning or provide support for the instructional strategies.	Not observed or not met
4. Integrates content knowledge and skills with other subjects.	Strong content and skill integration enhances student learning of the concepts in multiple content areas.		Sufficient content and skill integration results in student's enhanced learning.		Attempts integration across subjects, but integration is inadequate or superficial.	Not observed or not met
PRINCIPLE 2—LEARNING: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.						
5. Provides instruction to support all learning styles and learners' needs in intellectual, social, and personal development.	Addresses multiple learning styles and differentiates instructional plans and practices to meet learner needs.		Addresses multiple learning styles to meet individual learner needs.		Attempts to meet individual learner needs but is ineffective.	Not observed or not met
6. Provides opportunities for active engagement.	Students are actively engaged in learning throughout the lesson.		Students are actively engaged in learning much of the time during the lesson.		Attempts to engage students in learning, students are engaged in only parts of the lesson, or not at all.	Not observed or not met
7. Provides opportunities for students to assume responsibility for their own learning.	Supports extension of students' learning by providing assignments and activities that engage them outside the teaching environment.		Makes some assignments and/or structures some activities that provide students the opportunity to extend their own learning.		Attempts to provide academic choice or opportunity for students to extend their own learning, but results are inadequate or minimal.	Not observed or not met
8. Pre-assesses student thinking and experience as a basis for instruction.	Conducts a pre-assessment to determine students' knowledge and background about the lesson topic and applies assessment information throughout instructional delivery.		Conducts a pre-assessment to determine students' knowledge and background about the lesson topic and applies some assessment information to instructional delivery.		Attempts to pre-assess to determine students' knowledge and background about the lesson topic, but does not use assessment information or does so superficially.	Not observed or not met

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PRINCIPLE 3—DIVERSE LEARNERS: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.						
9. Makes provisions for and uses appropriate services and resources for exceptional learning differences and needs.	Knows what services and resources are available for and/or are being used by students. Uses this information to support student learning. If applicable, completes paperwork or interventions required.		Knows what services and resources are available for and/or are being used by students.		Has incomplete knowledge of services and resources that are available for and/or are being used by students.	Not observed or not met
10. Connects content to students' diverse background and culture.	Makes innovative use of students' diverse background and culture in planning and delivering the lesson.		Prepares and delivers instruction based on some of the students' background or culture or considers these students characteristics at a moderate level.		Attempts to connect to some aspect of students' background/culture but the attempt does not enhance the lesson.	Not observed or not met
11. Provides instruction adapted to diverse learners	Adapts instruction for all exceptionalities and/or second language learners.		Adapts instruction for some exceptionalities and/or second language learners.		Attempts some variation in instruction for exceptionalities and/or second language learners.	Not observed or not met
PRINCIPLE 4—INSTRUCTION: The teacher understands and uses a variety of instructional strategies to encourage students= development of critical thinking, problem solving, and performance skills.						
12. Uses the right combination of teaching strategies to ensure student learning of the lesson objective(s).	Demonstrates skill in choosing and using instructional strategies that leads most students to an understanding of the lesson concepts and objectives or acquisition of skills.		Demonstrates ability to choose and use instructional strategies that leads some students to some understanding of the lesson concepts.		Instructional strategies used leads to minimal or inadequate understanding of the lesson concepts and objectives or acquisition of skills.	Not observed or not met
13. Engages students in learning opportunities that promote critical thinking, problem solving and performance capabilities.	Incorporates multiple or in-depth activities that lend themselves to promoting and developing critical thinking, problem solving, and/or performance capabilities.		Appropriately incorporates some activities that require critical thinking, problem solving, and/or performance capabilities.		Attempts to incorporate activities that require critical thinking, problems solving, and/or performance capabilities expectations, but results are minimal or inadequate.	Not observed or not met
14. Teaches using an appropriate plan, adjusting plans in response to informal assessment results and learner needs.	Creates a complete and effective instructional plan and uses it as a basis for instruction, making major and more subtle adjustments during instruction as needed.		Creates a complete and effective instructional plan and generally uses it as a basis for instruction, making major adjustments during instruction as needed.		Creates a minimal or inadequate instructional plan and attempts to use it, but does not always follow it and/or is unable to adjust instruction as needed.	Not observed or not met
15. Varies teaching strategies (e.g. lecture, lab, role play, and coach).	Uses effective and creative teaching strategies.		Uses some effective teaching strategies.		Attempts to use varied teaching strategies but results are ineffective or inadequate.	Not observed or not met

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PRINCIPLE 5—MANAGEMENT: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.				
16. Uses effective management strategies to engage students in purposeful learning activities.	Shows exceptional skill in choosing and using management strategies that help students be in control of themselves and engaged in learning.	Establishes and follows effective management strategies so that students are engaged in learning.	Attempts to use management strategies, but some are ineffective or inappropriate, or additional ones are needed.	Not observed or not met
17. Establishes a positive learning climate where individual differences are respected.	Ensures that students are supported, respected, and treated with civility in the classroom, free to risk and inquire, and accepting responsibility, so that they can feel comfortable in their learning environment.	Recognizes and encourages effort, respect, support, responsibility, civility, openness, and inquiry in the classroom.	Attempts to create a supportive classroom climate, but results are inconsistent and/or ineffective.	Not observed or not met
18. Creates a democratic learning community where students assume responsibility for themselves and others.	Uses democratic principles to establish a classroom environment that ensures students awareness of and acceptance of responsibility for their actions and the accompanying consequences, where there is choice.	Uses democratic principles that help students understand, be responsible for, and accept the consequences of their actions; where there is choice.	Attempts to use democratic principles that help students understand, be responsible for, and accept the consequences of their actions, but is ineffective or inconsistent.	Not observed or not met
19. Provides opportunities for successful collaborative and independent learning.	Smoothly and effectively uses instructional strategies that include both collaborative and independent learning	Uses instructional strategies that use collaborative and independent learning.	Attempts to use collaborative and independent learning strategies, but results are ineffective or inconsistent.	Not observed or not met
20. Motivates students to learn.	Engages and motivates the majority of students throughout the lesson.	Engages and motivates most students during most of the lesson.	Attempts to motivate students during the lesson but results are inconsistent or minimal.	Not observed or not met
21. Appropriately uses materials, time, space, and activities.	Makes efficient and effective use of materials, time, space, and activities.	Makes adequate use of materials, time, space, and activities.	Attempts to adequately use materials, time, space, and activities, but may be ineffective or inconsistent.	Not observed or not met
PRINCIPLE 6—COMMUNICATION: The teacher uses knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom				
22. Uses effective communication strategies.	Shows enthusiasm throughout the lesson, speaks clearly and uses language that enhances students' understanding of lesson content and activities, and models good use of standard English.	Shows some enthusiasm, speaks clearly without unnecessary repetition of phrases (e.g., uh, okay, now, you guys) using language suited to the level of the students being taught and/or models good standard English.	Shows minimal enthusiasm or has language, habits or actions that may distract students.	Not observed or not met
23. Recognizes and supports students' communication skills.	Plans and delivers instruction in such as way that it supports students' communication efforts (including English language learning, signing, and other forms of communication) and expects effective communication.	Supports students in using good communication skills (including English language learning, signing, and other forms of communication).	Attempts to support students' communication skills (including English language learning, signing, and other forms of communication), but the attempts are superficial or insufficient.	Not observed or not met
24. Uses effective and varied questioning strategies.	Plans and effectively uses a variety of questioning strategies.	Uses some effective questioning strategies.	Attempts to use questioning strategies, but results are generally ineffective.	Not observed or not met
25. Uses a variety of technology tools to facilitate learning.	Teachers and students use a variety of technology tools in creative ways to support and enhance student learning and motivation.	Uses technology tools to support and enhance student learning and motivation.	Attempts to use technology, but results do not enhance learning or are distracting.	Not observed or not met

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PRINCIPLE 7—PLANNING: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.				
26. Uses principles of effective teaching in planning.	Creates detailed and effective instructional plans that align with curriculum goals and objectives.	Creates instructional plans that are not detailed and/or are not completely aligned with curriculum goals and objectives.	Creates minimal instructional plans and/or plans that lack alignment with curriculum goals and objectives.	Not observed or not met
27. Plans for needs of all learners.	Effectively addresses a variety of special needs through accommodations and adjustments.	Addresses a variety of special needs through accommodations or adjustments.	Attempts to plan for the special needs of learners, but strategies are inappropriate or ineffective.	Not observed or not met
PRINCIPLE 8—ASSESSMENT: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.				
28. Uses a variety of formal and informal assessments to evaluate students' performance and modify teaching and learning strategies.	Applies any appropriate pre-assessment information in instructional planning. Uses a variety of high quality assessments during and at the conclusion of the lesson to measure lesson effectiveness.	Does some checking for understanding and administers appropriate assessment(s) at the conclusion of the lesson.	Attempts to use assessment before or during instruction are inadequate and/or involve poor quality assessment materials or methods.	Not observed or not met
29. Provides self-assessment opportunities for students.	Teaches students how to effectively self-evaluate and gives students multiple opportunities to evaluate and improve their performance.	Gives students opportunities to evaluate their own work and effort.	Attempts to have students self-evaluate, but results are at a minimal or superficial level.	Not observed or not met
30. Keeps detailed, appropriate records.	Keeps detailed qualitative and quantitative records to monitor all student progress toward achieving instructional goals and standards.	Keeps records to monitor the progress of students toward achieving goals and standards.	Keeps minimal or inconsistent records.	Not observed or not met
PRINCIPLE 9—REFLECTION: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.				
31. Self-assesses accurately through reflective strategies, then revises practice.	Systematically and effectively monitors own practice and adjusts instruction to better meet the needs of students.	Reflects on instructional delivery, interaction with students, and student success, and identifies lesson strengths and ways to improve.	Attempts to reflect on teaching but is not aware of major strengths or problems.	Not observed or not met
32. Accepts, uses, and responds well to feedback from colleagues and supervisors.	Actively seeks, accepts, and uses feedback from colleagues and supervisors to improve teaching skills and activities.	Accepts and uses feedback from colleagues and supervisors to help improve teaching skills and practices.	Reacts positively to feedback, but change in practice is not evident.	Not observed or not met
PRINCIPLE 10—RELATIONSHIPS: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.				
33. Demonstrates professional characteristics.	Shows consistent evidence of strong professionalism through confidentiality, fair treatment of students, positive interaction with supervisors, colleagues and/or parents, respectfulness, professional dress and a positive attitude.	Works at being professional, demonstrating most of the following most of the time: confidentiality, fair treatment of students, positive interaction with supervisors, colleagues and/or parents, respectfulness, professional dress and a positive attitude.	Lacks consistency in professional characteristics, such as confidentiality, fair treatment of students, positive interaction with supervisors, colleagues and/or parents, respectfulness, professional dress and a positive attitude.	Not observed or not met
34. Utilizes school and community resources to foster student learning.	Knows and uses school and community services/resources to foster student learning.	Knows and uses school or community services/resources to foster student learning.	Does not effectively use school or community services/resources to foster student learning, or has an incomplete knowledge of available services/ resources.	Not observed or not met