



**TTE 593A Field Experience Assessment Rubric**

**Student Name:** \_\_\_\_\_

**4 – Accomplished:** Teacher candidate’s performance demonstrates clear, convincing and consistent evidence  
**3 – Proficient:** Teacher candidate’s performance demonstrates considerable evidence  
**2 – Emergent:** Teacher candidate’s performance demonstrates developing evidence  
**1 – Insufficient Evidence:** Teacher candidate’s performance demonstrates little or no evidence

**Rubric Items are aligned with the following standards and assessments:** InTASC Standards (**InTASC**); UA TPP Professional Standards (**UA TPP**); ISTE Standards Teachers (**ISTE**); and the UA Student Teacher Assessment (**STA**)

Criteria	4 Points	3 Points	2 Points	1 Point	Rating
<b>Teacher Observations</b>  <b>InTASC</b> 9  <b>STA</b> 9.2	The teacher candidate conducted close, analytical observation of the mentor teacher, other teachers at the assigned school site and teachers at other schools. Observations were both within and outside the teacher candidates assigned grade level and content area. Observation notes were used to inform his/her practice.	The teacher candidate conducted close, analytical observation of the mentor teacher and other teachers at the assigned school site. Observations were both within and outside the teacher candidates assigned grade level and content area. Observation notes were used to inform his/her practice.	The teacher candidate primarily observed the mentor teacher and made little effort to observe other teachers. Few if any of the observations were outside grade level and assigned content area.	The teacher candidate observed the mentor teacher exclusively and made no effort to observe other teachers.	____ <b>Points</b>
<b>Immersion into the school community and culture</b>  <b>InTASC</b> 9, 10  <b>STA</b> 9.2, 10.1	The teacher candidate made a concerted effort to learn as much about the school culture as possible in order to support the mission and vision of the school. He/she made sincere attempts to become acquainted with faculty and staff members. The teacher candidate attended school events and participated in school/district professional development opportunities as time permitted.	The teacher candidate attempted to learn a significant amount about the school culture in order to support the mission and vision of the school. He/she became acquainted with some faculty and staff members. The teacher candidate attended school events and participated in school/district professional development opportunities as time permitted.	The teacher candidate attempted to learn a modest amount about the school culture. He/she became acquainted with some faculty and staff members. The teacher candidate attended few school events outside of teacher candidateship hours.	The teacher candidate made little attempt to learn about the school culture. He/she made little effort to become acquainted with faculty and staff members. The teacher candidate attended few if any school events outside of the teacher candidateship hours.	____ <b>Points</b>
<b>Criteria</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Rating</b>

<p><b>Collaboration</b></p> <p><b>InTASC</b> 3, 7, 10</p> <p><b>STA</b> 3.1, 7.6, 10.1, 10.2</p>	<p>The teacher candidate communicated effectively with his/her mentor teacher. The teacher candidate and mentor developed a true partnership in classroom instruction collaborating on planning and delivery of instruction and sharing responsibility for student learning. The teacher candidate collaborated with students, faculty and staff to achieve instructional goals for all students.</p>	<p>The teacher candidate communicated effectively with his/her mentor teacher. The teacher candidate and mentor teacher periodically collaborated on planning and instruction. The teacher candidate collaborated to some extent with students, faculty and staff members to achieve instructional goals for all students.</p>	<p>The teacher candidate communicated with his/her mentor teacher in a somewhat sporadic manner. There were periodic lapses in communication throughout the semester. The teacher candidate and mentor occasionally collaborated on planning and instruction. The teacher candidate rarely collaborated with students, faculty and staff members, if at all.</p>	<p>There was poor communication between the teacher candidate and mentor teacher. The teacher candidate and mentor rarely if ever collaborated on planning and instruction. There was no evidence of the teacher candidate collaborating with students, faculty and staff members.</p>	<p>___ <b>Points</b></p>
<p><b>Interaction with students</b></p> <p><b>InTASC</b> 1, 3</p> <p><b>STA</b> 1.1. 3.1, 3.5</p>	<p>The teacher candidate demonstrated respectful and positive interactions with students at all times and quickly established him/herself as an authority figure. The teacher candidate identified unique learner attributes for each individual student that could be incorporated into the design of instruction and demonstrated respect for their cultural backgrounds and perspectives.</p>	<p>The teacher candidate demonstrated appropriate interactions with students but had occasional difficulties demonstrating authority. The teacher candidate identified unique learner attributes for some individual students that could be incorporated into the design of instruction and demonstrated respect for their cultural backgrounds and perspectives.</p>	<p>The teacher candidate demonstrated appropriate interactions with students but occasionally acted too casually with students, blurring the line between “teacher” and “friend” resulting in difficulty with classroom management. The teacher candidate identified unique learner attributes for few individual students that could be incorporated into the design of instruction and was unaware of their cultural backgrounds and perspectives.</p>	<p>The teacher candidate deferred to the mentor teacher to manage the classroom. He/she was far too familiar with students and often appeared more interested in being the students’ friend instead of their teacher. The teacher candidate did not identify individual learning attributes of the students and was unaware of their cultural backgrounds and perspectives.</p>	<p>___ <b>Points</b></p>
<p><b>Professionalism</b></p> <p><b>InTASC</b> 9</p> <p><b>ISTE</b> 4</p> <p><b>UA TPP</b> <b>STA</b> 9.5-9.10</p>	<p>The teacher candidate dressed professionally and acted in a professional manner, used instructional materials and technology in an ethical manner, and protected the privacy rights of the students at all times</p>	<p>The teacher candidate dressed professionally and acted in a professional manner, used instructional materials and technology in an ethical manner and protected the privacy rights of the students most of the time.</p>	<p>The teacher candidate dressed professionally most of the time and/or acted in a professional manner most of the time. The teacher candidate had occasional lapses but otherwise conducted him/herself in an ethical manner.</p>	<p>The teacher candidate frequently did not demonstrate an awareness of the professional dress standards of the school or act in a professional manner. The teacher candidate had difficulty distinguishing ethical from unethical behavior.</p>	<p>___ <b>Points</b></p>
<p><b>Criteria</b></p>	<p><b>4 Points</b></p>	<p><b>3 Points</b></p>	<p><b>2 Points</b></p>	<p><b>1 Point</b></p>	<p><b>Rating</b></p>
<p><b>Planning for</b></p>	<p>The teacher candidate took the</p>	<p>The teacher candidate</p>	<p>The teacher candidate worked</p>	<p>The teacher candidate used</p>	

<p><b>instruction</b></p> <p><b>InTASC</b> 2, 5, 6, 7</p> <p><b>STA</b> 2.4, 5.1, 6.1, 6.2, 7.1, 7.5</p>	<p>lead designing lessons/units that built on learners' prior knowledge and experiences and was aligned with curriculum goals, and content standards, independently or collaboratively for several topics during the semester. Lessons covered significant content and included a variety of formative and summative assessments.</p>	<p>followed the lead of the mentor teacher designing several lessons/units that built on learners' prior knowledge and experiences and was aligned with curriculum goals, and content standards. The lessons covered some important content and included some type of assessment.</p>	<p>with the mentor to adapt the mentor teacher's lesson plans to current students. He/she occasionally planned his/her own units and lessons but primarily relied on the mentor's lesson plans. The lesson content was developed by the mentor making the teacher candidate's content expertise difficult to gauge.</p>	<p>instructional plans developed by the mentor teacher.</p>	<p>___<b>Points</b></p>
<p><b>Delivery of instruction</b></p> <p><b>InTASC</b> 3, 4, 5, 8</p> <p><b>STA</b> 3.3, 4.1,4.3, 5.2, 8.8</p>	<p>The teacher candidate actively participated in delivery of instruction and by the end of the semester was delivering instruction for the entire class period almost daily. Transition from mentor teacher instruction to teacher candidate instruction was almost seamless as the teacher candidate managed the instructional environment (organizing materials, coordinating resources, and pacing instruction). The teacher candidate was adept at delivering engaging, student-centered instruction and at asking questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.</p>	<p>The teacher candidate actively participated in delivery of instruction and by the end of the semester the teacher candidate was frequently delivering instruction for the entire class period and managing the instructional environment (organizing materials, coordinating resources, and pacing instruction). The teacher candidate's instruction was engaging for the most part but sometimes more teacher centered than student centered. The teacher candidate sometimes asked questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.</p>	<p>The teacher candidate participated in delivery of instruction but was somewhat hesitant to do so. By the end of the semester the teacher candidate was only occasionally delivering instruction for a majority of the class period. The teacher candidate's instruction was primarily teacher-centered with little use of questioning strategies.</p>	<p>The teacher candidate struggled with delivery of instruction. By the end of the semester the teacher candidate was still not delivering instruction for a significant portion of the class period. The teacher candidate's instruction was primarily teacher-centered with no use of questioning strategies.</p>	<p>___<b>Points</b></p>
<p><b>Criteria</b></p>	<p><b>4 Points</b></p>	<p><b>3 Points</b></p>	<p><b>2 Points</b></p>	<p><b>1 Point</b></p>	<p><b>Rating</b></p>
<p><b>Assessment</b></p>	<p>The teacher candidate took the</p>	<p>The teacher candidate</p>	<p>The teacher candidate worked</p>	<p>The teacher candidate worked</p>	

<b>InTASC</b> 6, 7  <b>STA</b> 6.1, 6.2, 7.5	lead in using multiple types of assessment data to document learning and develop instructional activities including formative and summative assessment data, prior learner knowledge, and learner interest.	followed the lead of the mentor teacher using multiple types of assessment data to document learning and develop instructional activities including formative and summative assessment data, prior learner knowledge, and learner interest.	with the mentor to use some types of data to document learning and to design instructional activities.	with the mentor to use some types of data to document learning and used instructional plans developed by the mentor.	<b>___ Points</b>
<b>Initiative</b>  <b>InTASC</b> 9  <b>UA TPP</b>  <b>STA</b> 9.1, 9.8	The teacher candidate demonstrated great initiative from the very start by collaborating with the mentor teacher to assume teacher duties. The teacher candidate frequently sought out feedback and input from his/her mentor, faculty members and administrators and modified practice accordingly.	The teacher candidate demonstrated initiative and only occasionally required prompting to take on some teacher duties. The teacher candidate periodically sought out feedback and input from his/her mentor, faculty members and administrators and modified practice accordingly.	The teacher candidate followed the directions of the mentor and occasionally took on tasks without being prompted. He/she had difficulty identifying tasks in need of completion and frequently had to be told what to do. The teacher candidate occasionally sought out feedback and input from his/her mentor, faculty members and administrators.	The teacher candidate followed the directions of the mentor and rarely if ever took the initiative to take on a task without being told to do so. The teacher candidate rarely if ever sought out feedback and input from his/her mentor, faculty members and administrators.	<b>___ Points</b>
<b>Use of Technology</b>  <b>ISTE</b> 1,2,3,4  <b>STA</b> 6.6, 9.10, 10.6	The teacher candidate used numerous forms of technology to locate instructional materials, to deliver instruction, to communicate with student and parents and to formatively assess student achievement. The teacher candidate guided students toward mastery of various technology tools to enhance their own learning.	The teacher candidate used some forms of technology to locate instructional materials, to deliver instruction, to communicate with student and parents and to formatively assess student achievement. The teacher candidate provided some opportunities for students to engage with technology.	The teacher candidate used technology to do some but not all of the following: Locate instructional materials; to deliver instruction; to communicate with student and parents; to formatively assess student achievement. The teacher candidate provided some opportunities for students to engage with technology.	The teacher candidate used technology in a very limited way and provided few if any opportunities for students to engage with technology.	<b>___ Points</b>
<b>Signature below indicates participation in the process</b>  Teacher Candidate _____ Supervisor _____  Supervising Practitioner _____					<b>___ TOTAL</b>