

Preservice Teacher: _____
Practicum Site: _____

University Supervisor _____
Cooperating Teacher _____



SAINT LOUIS
UNIVERSITY.
— EST. 1818 —

School of Education

Preservice Teacher Performance Rubric during the Practicum Clinical Experience

The Practicum Evaluations are prescribed by the Missouri Standards for the Preparation of Educators (MoSPE). The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. While all thirty-six Quality Indicators are important and addressed throughout the preparation process, only **seven** will be evaluated during the practicum semester. Additional evaluation requirements may be required for various certifications. The university supervisor will clarify any additional requirements.

We encourage the observer to utilize the **Preservice Teacher Performance Rubric**, provided in your orientation folder, as a reference. The rubric specifically highlights the transitions from “knowing to doing” that occurs during the practicum experience and reflected in the transition of preservice teacher into the final student teaching semester. The notes section is offered as a place to capture thoughts about evidence or possible data. The overall purpose of the rubric is to create common language around the expected performance of the Preservice Teacher in the Clinical Experience.

Suggested Steps of Observation:

Step 1: Obtain a formal written lesson plan from the Practicum Student (prefer a rough draft 48 hours prior). A sample format is provided in the MoPTA handbook.

Step 2: Pre-conference to discuss the lesson, discuss any pertinent information that will support the lesson, problem solve situations, and determine 3-4 Quality Indicators that might be observed.

Step 3: Observe

Step 4: Reflective post conference. Please try and arrange the post conference within 24 hours of the lesson. Following the post-conference, schedule and discuss the next observation. Continue to reinforce everyone’s efforts in support of the practicum teacher.

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Preservice Teacher Performance Rubric during the Practicum Clinical Experience

Completed by: _____

Standard 1: Content knowledge aligned with appropriate instruction

1.1 Content knowledge and academic language
1C1) The preservice teacher demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.
Evidence: Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas.
Possible Observable Data <ul style="list-style-type: none">• Demonstrates a general awareness of appropriate content• Designs lessons that align learning objectives to the Missouri Learning Standards• Can identify essential academic language relative to appropriate content
Evidence: (Strengths/ Area of Growth)

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Standard 1C1: Content knowledge and academic language

Recommendation for action plan

Recommend to student teaching

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Standard 1: Content knowledge aligned with appropriate instruction

1.2 Student engagement in subject matter
1C2) The preservice teacher demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
Evidence: Is knowledgeable of different strategies that result in increased levels of student engagement
Possible Observable Data <ul style="list-style-type: none">• Is knowledgeable on how to assess student engagement while in the process of instruction• Familiarity with possible strategies for building student engagement• Understands different strategies for adjusting pacing to enhance student engagement
Evidence: (Strengths/ Area of Growth)

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Standard 1C2: Student engagement in subject matter

Recommendation for action plan

Recommend to student teaching

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Standard 3: Curriculum Implementation

3.1 Implementation of curriculum standards
3C1) The preservice teacher understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes.
Evidence: Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards
Possible Observable Data <ul style="list-style-type: none">• Is knowledgeable on how to create effective lessons and learning activities• Understands how to determine if lessons and learning activities align to the district curriculum• Has understanding regarding state and national standards and how they impact curriculum
Evidence: (Strengths/ Area of Growth)

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Standard 3C1: Implementation of curriculum standards

Recommendation for action plan

Recommend to student teaching

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Standard 4: Critical Thinking

4.1 Student engagement in critical thinking
4C1) The preservice teacher can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.
Evidence: Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students
Possible Observable Data <ul style="list-style-type: none">● Has an understanding of how to generate learning goals that stretch student thinking● Is knowledgeable of different of different types of questioning techniques to generate responses from students requiring critical thinking and analysis● Understands learning gains that can occur when students are prompted to defend their thinking● Has the ability to consider various interpretations of problems and solutions.
Evidence: (Strengths/ Area of Growth)

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Standard 4C1: Student engagement in critical thinking

Recommendation for action plan

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Standard 5: Positive Classroom Environment

5.3 Classroom, school & community culture
5C3) The preservice teacher recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
Evidence: Has an understanding of the importance of culture and positive relationships to support learning
Possible Observable Data <ul style="list-style-type: none">● Has knowledge about how to organize classrooms in order to facilitate learning● Has developed skills for building positive relationships and culture● Understands how positive relationships and culture contribute to enhanced learning experiences SLU-D)* Creates an environment in which the teacher’s interactions with students, demonstrates care and respect of others.
Evidence: (Strengths/ Area of Growth)

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Standard 5C3: Classroom, school, and community culture

Recommendation for action plan

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Recommend to student teaching

Standard 6: Effective Communication

6.1 Verbal, nonverbal communication
6C1) The preservice teacher understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques.
Evidence: Is aware of the importance and can demonstrate effective verbal and nonverbal communication
Possible Observable Data <ul style="list-style-type: none">● Understands the importance of using clear communication for providing guidance to students● Understands the importance of demonstrating value and respect for all students at all times● Has skills for demonstrating positive verbal and nonverbal communication● Understands the importance of clearly communicating lesson objectives● Realizes the value of technology use to enhance student understanding of content
Evidence: (Strengths/ Area of Growth)

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Standard 6C1: Verbal, nonverbal communication

Recommendation for action plan

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Standard 8: Professionalism

8.1 Self-assessment & improvement
8C1) The preservice teacher understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.
Evidence: Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning
Possible Observable Data <ul style="list-style-type: none">● Understands the importance of maintaining professional development plans and logs● Has developed skills for how to reflect on practice for the purpose of improvement● Understands how to problem-solve in order to improve practice SLU-D)* Develops positive expectations for learning and achievement. SLU-D)* Seeks opportunities to enhance knowledge and pedagogical skills. SLU-D)* Demonstrates the ability to use reflection to shape future teaching. SLU-D)* Demonstrates ethical behavior.
Evidence: (Strengths/ Area of Growth)

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Standard 8C1: Self-assessment and improvement

Recommendation for action plan

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Recommend to student teaching

******Summative Evaluation of the Preservice Teacher's Semester Performance:** *At the end of the semester, we encourage the preservice teacher, cooperating teacher, and university supervisor to discuss and review the preservice teacher's overall semester progress and final grade. The university supervisor will be responsible to complete the summative evaluation in Foliotek and final grade on Banner. The preservice teacher is to create goal/objectives for the student teaching semester.*

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Final Practicum Grade: _____

Date: _____

Additional Comments or Observations: