**\_\_\_\_Bachelor of Arts in Elementary Education**

**\_\_\_\_Alternative Licensure- Elementary Education \_\_\_Secondary Education\_\_\_Special Education**

**Student Teaching Observation Rubric**

**Domain 4 – Professionalism - Student Teacher Reflective Practice**

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| --- | --- |
| Candidate’s Name | Cooperating Mentor |
| Date of Observation | College Supervisor |
| School | District |
| Content Observed | Grade/Level |

The Student Teaching Observation instrument is adapted from the ELEVATE New Mexico and aligned to InTASC standards.

**Form Directions:**

On this Student Teaching Observation Rubric, each *Element* of Domain 4 is further broken down into observable sub-elements and categorized by the level of proficiency they demonstrate (Not Demonstrating, Developing, etc.). To identify the overall level of proficiency being demonstrated, first check off the

sub-element that best describes the observed level of proficiency, then select the level of proficiency most demonstrated by the student teacher, and finally write the number of points associated with the level of proficiency in the *Points Scored* area and/or any additional *Rationale* you wish to include.

| **Elevate NM**  **Domain 4. Professionalism** | | | |
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| **Element 4A: Communicating with Families**  Teachers establish relationships with families by communicating with them about the instructional program, conferring with them about their individual student(s), and inviting them to be part of the educational process itself on a regular basis throughout the academic school year. | | | |
| **Innovating**  **n/a** | **Applying**  **5 points** | **Developing**  **3 points** | **Not Demonstrating**  **1 point** |
| n/a Goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment— including the ACCESS for ELs Parent Report, as applicable.  n/a Communicates with families on student progress, learning goals and/or IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD as well as EL students, using specific examples of student progress based on data in parent-friendly language, as applicable.  n/a Regularly uses a reciprocal system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating an understanding of and appreciation for different families’ home language, culture, and values. | \_\_ Fully adheres to the district’s/school’s requirements for communicating with families.  \_\_ Conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELs Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications.  \_\_ Consistently provides families with clear, user-friendly expectations for student learning and behavior.  \_\_ Regularly communicates with families in an affirming manner about student learning and performance, invites and responds promptly to communications from families while demonstrating an understanding of and respect for different home languages, cultures, and values. | \_\_ Minimally adheres to the district’s/school’s requirements for communicating with families.  \_\_ Does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable.  \_\_ Relies primarily on newsletters and other one-way media to communicate with families.  \_\_ Usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values. | \_\_ Rarely adheres, or does not adhere, to the district’s/school’s requirements for communicating with families.  \_\_ Provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students.  \_\_ Communicates with or responds to families only through report cards or at conference time.  \_\_ Communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values. |
| **Select the level of proficiency most demonstrated by the student teacher and write the Points here** | | |  |
| **Rationale:** | | | |

| **Element 4B: Participating in a Professional Learning Community**  Teachers collaborate with their colleagues in order to share strategies, plan joint efforts, and plan for the success of individual students. | | | |
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| **Innovating**  **n/a** | **Applying**  **5 points** | **Developing**  **3 points** | **Not Demonstrating**  **1 point** |
| n/a Makes a substantial contribution to the professional learning community.  n/a Actively and consistently participates in school/district activities.  n/a Shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives.  n/a Proactively seeks opportunities to learn about researched-based techniques and strategies for sheltering academic language and that address student learning.  n/a Collaborates with other teachers to monitor IEP objectives addressed in the regular classroom. | \_\_ Participates actively in a professional learning community.  \_\_ Participates in school and district required activities.  \_\_ Maintains positive and productive relationships with colleagues that benefits students.  \_\_ Provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.).  \_\_ Consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and about instructional strategies for culturally and linguistically diverse students, as applicable.  \_\_ Participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view. | \_\_ Participates minimally in a professional learning community.  \_\_ Inconsistently attends required school/district activities.  \_\_ Maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students.  \_\_ Interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students. | \_\_ Does not participate in a professional learning community.  \_\_ Does not participate in required school/district activities.  \_\_ Demonstrates relationships with colleagues which are negative and/or unprofessional. |
| **Select the level of proficiency most demonstrated by the student teacher and write the Points here** | | |  |
| **Rationale:** | | | |

| **Element 4C: Reflecting on Teaching**  Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and workgroups to gather information, analyze data, examine issues, set meaningful goals and develop new approaches in order to improve teaching and learning. | | | |
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| **Innovating**  **n/a** | **Applying**  **5 points** | **Developing**  **3 points** | **Not Demonstrating**  **1 point** |
| n/a Consistently reflects on instructional practices thoughtfully and accurately with specific evidence.  n/a Consistently uses progress monitoring to reflect on the effectiveness of instructional practices.  n/a Exhibits skills and knowledge that reflect current research and best practices in the field.  n/a Suggests alternative instructional practices and predicts the likely success of each.  n/a Uses assessment data as a primary driver to inform the quality and effectiveness of instructional practices. | \_\_ Provides an accurate and objective description of instructional practices with specific evidence.  \_\_ Uses progress monitoring to reflect on the effectiveness of instructional practices.  \_\_ Provides specific suggestions as to how instructional practices might be improved, based on students’ progress and use of assessment data. | \_\_ Provides a partially accurate and objective description of instructional practices with some evidence.  \_\_ Makes general, non-specific suggestions as to how instructional practices might be improved.  \_\_ Occasionally uses data to inform and modify instructional practices. | \_\_ Rarely or never accurately assesses the effectiveness of their instructional practices.  \_\_ Lacks awareness of how instructional practices can be improved.  \_\_ Rarely or never uses data to reflect on their instructional practices. |
| **Select the level of proficiency most demonstrated by the student teacher and write the Points here** | | |  |
| **Rationale:** | | | |

| **Element 1D: Demonstrating Knowledge of Resources**  Teacher utilizes skills and content learned from professional development opportunities and ensures “all students” have access to resources to support their learning. | | | |
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| **Innovating**  **n/a** | **Applying**  **5 points** | **Developing**  **3 points** | **Not Demonstrating**  **1 point** |
| n/a Seeks out and uses resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need.  n/a Strategically implements information and strategies obtained through professional development to address individual learning styles, rates, and levels of learning including students with disabilities, students’ cultural backgrounds, and/or English language proficiency.  n/a Creates lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to the grade-level curriculum. | \_\_ Uses existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students.  \_\_ Uses resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate.  \_\_ Uses information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and level of learning—including academic English language proficiency. | \_\_ Minimal use of existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students.  \_\_ Minimal use of resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate.  \_\_ Minimal use of information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and level of learning—including academic English language proficiency. | \_\_ Little to no evidence of resources being utilized to enhance the teacher’s own content knowledge, to use in teaching, or to use with students who demonstrate need. |
| **Select the level of proficiency most demonstrated by the student teacher and write the Points here** | | |  |
| **Rationale:** | | | |

| **Element 1E: Designing Coherent Instruction**  The teacher develops meaningful sequenced lessons and activities that are also differentiated to support the learning of “all students.” | | | |
| --- | --- | --- | --- |
| **Innovating**  **n/a** | **Applying**  **5 points** | **Developing**  **3 points** | **Not Demonstrating**  **1 point** |
| n/a Pedagogical practices include flexible grouping and differentiated instruction, based on student level and IEP goals, as applicable.  n/a Questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students’ level of academic language.  n/a Learning activities that, when possible, incorporate students’ use of their first and second languages to make connections to real-world applications and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable.  n/a Opportunities to incorporate student-centered learning as an instructional tool.  n/a Research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials. | \_\_ Learning activities are suitable and/or are research-based.  \_\_ A variety of learning strategies and individual student supports.  \_\_ Time allocations for learning activities that are reasonable and/or grade-level appropriate.  \_\_ Learning activities are differentiated by scaffolding content and academic language for all learners.  \_\_ Learning activities create explicit connections between previous learning and new concepts and develop skills for all learners.  \_\_ Opportunities for all students to participate in flexible grouping.  \_\_ Challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language.  \_\_ Explicit use of students’ backgrounds to teach relationships among topics, concepts, and language. | \_\_ Learning activities are minimally suitable and/or are minimally research-based.  \_\_ Some variety of learning strategies and minimal individual student support.  \_\_ Time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate. | \_\_ Learning activities are not suitable and/or are not research-based.  \_\_ Lessons lack a variety of learning strategies and do not provide individual student supports.  \_\_ Time allocations for learning activities are unrealistic and/or not grade-level appropriate. |
| **Select the level of proficiency most demonstrated by the student teacher and write the Points here** | | |  |
| **Rationale:** | | | |

**Domain 1 Proficiency Points:**

* Innovating – this level of proficiency is not applicable to student teachers.
* Applying – 5 points
* Developing – 3 points
* Not Demonstrating – 1 point

Maximum points possible – 25 points

Minimum points possible – 5 points

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| --- | --- |
| *Elements:* | *Points per Element* |
| 1A: Demonstrating Knowledge of Content |  |
| 1B: Demonstrating Knowledge of Students |  |
| 1C: Setting Instructional Outcomes and Designing Student Assessment |  |
| 1D: Demonstrating Knowledge of Resources |  |
| 1E: Designing Coherent Instruction |  |
| **Total Proficiency Points for Domain 1: Planning & Preparation** |  |