



Exhibit 3.4.f.1c

EPY 203/204 Classroom Observation/Participation Paper Rubric

Data collected from your 15 hours of field experience is synthesized into a paper and includes the following areas:

CATEGORY	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	MISSING (0)
<p>InTASC Standard #1: Learner Development. The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</p> <p>ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>				
<p>INTRODUCTION/ BACKGROUND INFORMATION</p>	<p>Introduction is given but background information is not adequate. Candidate does not seem to have an understanding of student learning.</p>	<p>Introduction is satisfactory and includes sufficient background information. Candidate is able to understand and build upon the developmental levels of students and their learning.</p>	<p>Introduction includes comprehensive background information about how learners learn and how they differ in their developmental approaches to learning. Instructional opportunities build upon the developmental levels of students learning.</p>	
<p>InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally</p>				
<p>REFLECTION</p>	<p>Is not able to adequately reflect on your work within the context of student learning. Professional decisions are limited in terms of research on learning communities</p>	<p>Is able to adequately reflect on your work within the context of student learning while evaluating and making professional decisions about the learning community.</p>	<p>Is able to explicitly reflect on your work within the context of student learning in light of research on teaching, professional ethics and professional learning. Continually examined personal effects on your professional decisions within the learning community. Sought opportunities for</p>	

			professional growth.	
<p>InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>ACEI: 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</p>				
ORGANIZATION-STRUCTURAL DEVELOPMENT OF IDEAS	Not all of the following areas are addressed in a separate section: Physical Development, Cognitive Development and Social-Emotional Development. Organization and ideas are insufficient and unsatisfactory aligned to readings, class work and what was observed while promoting critical thinking and problem solving.	Ideas and structure are satisfactory and aligned to readings, class work and what was observed. Each of the following areas is addressed in a separate section: Physical Development, Cognitive Development and Social-Emotional Development. Some critical thinking and problem solving strategies are used.	Demonstrates a logical and clear sequence of ideas while making connections to readings, class work and what was observed. Each of the following areas is addressed in a separate section: Physical Development, Cognitive Development and Social-Emotional Development. A variety of critical thinking and problem solving strategies are used to help students develop a deeper understanding of content areas.	
<p>InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>				
CONCLUSION	Conclusion does not include what was learned during the field experience. Candidate is not familiar with professional dispositions.	Conclusion is satisfactory and restated what was learned during the field experience. Candidate is familiar with the professional dispositions delineated in professional, state and institutional standards.	Conclusion is engaging and includes information describing what was learned about children during the field experience. Candidate recognizes when his/her own dispositions need to be adjusted.	
MECHANICS	There are many errors in punctuation, capitalization, spelling and sentence	There are few errors in punctuation, capitalization and spelling. Complete sentences and	Paper conforms to scholarly standards. There are no errors in punctuation, capitalization and	

	structure.	paragraphs were used with topic sentences followed with firm and logical support.	spelling. Complete sentences and paragraphs include topic sentences followed with firm and logical support.	
Total Points (15)				

Competency and Grading Elements Key

Score Range	Category	Corresponding Letter Grade
13-15	Target	15=A
		14=A-
		13=B+
10-12	Acceptable	12=B
		11=B-
		10=C+
Below 9	Unacceptable	