

Impacting Student Learning Rubric

Section 1: Contextual Factors - The teacher candidate understands the contextual factors that influence learning and learners.

| | Unsatisfactory Level 1 | In Progress Level 2 | Proficient Level 3 | Exemplary Level 4 |
|--|--|--|---|--|
| 1.1 Contextual descriptions | Descriptions of all five contexts are at the surface level only, suggesting limited understanding of contextual factors impacting the learner. | Contextual descriptions vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some, but not all, contextual factors impacting the learner. | Descriptions of all contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner. | Descriptions of all contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner. Descriptions indicate how this knowledge will impact the candidate's teaching. |
| 1.2 Means by which school takes account of family language and cultural practices | The candidate does not indicate how the school takes into account language and cultural practices. | One or two strategies are identified but only in listed format without description. | Several strategies are identified and briefly described. | Candidate identifies several specific means by which the school takes account of language and cultural practices. These strategies are thoroughly described. |

Section 2: Plan for Learning Environment - The teacher candidate creates a management plan to facilitate a learning environment that promotes learning for all students.

| Product | Unsatisfactory Level 1 | In Progress Level 2 | Proficient Level 3 | Exemplary Level 4 |
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| 2.1 Management plan for facilitating a positive learning environment. | Plan contains only brief statements regarding the desired classroom environment and no management strategies to ensure establishment of this environment | Plan contains a clear description of the desired classroom environment and some broad management strategies to ensure establishment of this environment | Plan clearly describes the desired learning environment and management strategies (rules, consequences, routines, etc) to ensure establishment of this environment | Plan clearly describes the desired learning environment, its values, relationships with other educators, and management strategies to ensure establishment of this environment |
| 2.2 Communication tool | Communication tool is developed and available to students and/or parents but includes content that does not convey information about the management plan. | Communication tool provides the In Progress Level information necessary for others to understand the management plan, in narrative form. | Communication is In Progress Level in design, but moves beyond a narrative format, and covers all main points relating to the management plan | Communication tool is innovative in design and eye catching, while conveying the details of the management plan in an informative way. |

Section 3: Beginning Assessment and Learning Outcomes - The teacher candidate develops and incorporates appropriate beginning assessment strategies in order to identify clear, appropriate, challenging, and varied learning outcomes based on his/her students, the contextual factors, and content standards.

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|---|--|--|--|--|
| 3.1 Beginning assessment and student data | Beginning assessment has questionable validity, calling to question the beginning student data and subsequent learning outcomes. | Beginning assessment(s) are appropriate, yielding valid student data, but are restricted to only one domain of learning (psychomotor, cognitive or affective). | Beginning assessment(s) are appropriate yielding valid student data in two domains (from psychomotor, cognitive and affective). | Beginning assessment(s) are appropriate yielding valid student data in all three domains (psychomotor, cognitive and affective). |
| 3.2 Learning outcomes | Learning outcomes are inappropriate in light of the students, the context and the beginning assessment data. | Learning outcomes are developmentally appropriate but address only one domain of learning. | Candidate states clear unit learning outcomes that are developmentally appropriate, challenging, cover two domains and are tied to professional standards. | Candidate states clear unit learning outcomes that are developmentally appropriate, challenging, cover three domains and are tied to professional standards. |

Section 4: Design for Instruction - The teacher candidate designs a curriculum plan for specific learning outcomes, student characteristics, and learning contexts, and considers individual learner characteristics in modifying the curriculum plan.

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|---|--|--|---|---|
| 4.1 Modifications for student with diverse needs | The plan identifies possible modifications that do not appear realistic given the diverse needs of the student(s). | Realistic modifications are identified but these are related only to student learning outcomes or goals for student achievement. | Modifications include those related to student learning outcomes and also those related to learning activities presented to students (i.e. the use of different teaching/learning strategies according to student needs). | Modifications are identified in student learning outcomes, learning activities, and assessment strategies (i.e. the use of alternative assessments according to student needs). |
| 4.2 Original lesson plans with annotations | Lesson plans are included, though not all are in “acceptable” form. | All lesson plans are acceptable but do not all contain annotations. | All lesson plans are acceptable and contain brief annotations. | All lesson plans are acceptable and contain detailed annotations documenting issues arising during a lesson and modifications made. |
| 4.3 Resources/materials | Resources/materials needed are not documented. | Resources/materials needed are listed. | Resources/materials are described in some depth. | Resources/materials (including the use of technology) are described in detail. |

Section 5: Analysis of P-12 Student Learning - The teacher candidate traces and analyzes student progress from beginning assessment through formative and summative assessment.

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| 5.1 Data display for the whole class and the selected student(s). | Data is shown only for the summative assessment, making it impossible to determine impact on student learning. | Data is shown for both beginning and summative assessments, but only in either tabular or graphic form. | Data is shown for beginning and summative assessments and includes both a data table and a graphic representation. | Data is shown for beginning and summative assessments and includes both a data table and a graphic representation. Students with diverse needs are identified. |
| 5.2 Two-page narrative interpreting the data. | Interpretation is superficial and draws conclusions that are not supported by student data. | Interpretation is accurate relative to student data, but is descriptive (i.e. what was learned) rather than analytical (why learning occurred). | Interpretation includes sample instruments (if these differ from those presented in section 3), analysis of whole class learning related to learning outcomes, and selected student learning related to modifications. | Interpretation includes sample instruments (if these differ from those presented in section 3), analysis of whole class learning related to learning outcomes, and selected student learning related to modifications. Interpretations are supported by reference to student data. |

Section 6: Reflection and Self-Assessment - The teacher candidate analyzes and critically reflects on his/her teaching in light of student learning in order to inform future instructional decisions and to improve his/her teaching practice.

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|-----------------------------|--|---|--|--|
| 6.1 Reflective narrative | Narrative contains only general statements regarding the instructional unit. | Most, but not all, of the following are addressed in detail: <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching | Narrative contains detailed discussion of all of the following: <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching | The candidate uses student data in reflecting in detail on: <ul style="list-style-type: none"> • Application of contextual knowledge • Success of management plan • Appropriateness of learning outcomes and assessments • Effect of modifications • Impact on student learning • Implications for future teaching |