

Pennsylvania Teachers
Advisory Committee



PENNSYLVANIA TEACHERS
ADVISORY COMMITTEE

Rubric for Assessing Student Teachers

Organized by PDE Form 430 Focus Areas

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Category I: Planning and Preparation

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|--|--|--|---|--|
| 1.1 Learning Outcomes <ul style="list-style-type: none"> Articulated to Students Standards-based Clearly Defined | <p>Learning outcomes are clearly defined and standards based.</p> <p>Students can articulate the outcomes and why they are important.</p> | <p>Learning outcomes are defined and standards based.</p> <p>Students can articulate the outcomes.</p> | <p>Learning outcomes are vaguely defined and standards based.</p> <p>Students can vaguely articulate the outcomes.</p> | <p>Learning outcomes are incomplete and/or not standards-based.</p> <p>Students cannot articulate the outcomes.</p> |
| 1.2 Lesson Structure <ul style="list-style-type: none"> Clear and Logical Sequence Aligned to Standards Differentiated to Meet Student Needs Creatively designs lessons to meet individual and collective student needs | <p>Lesson structure is clear, logically sequenced, and aligned to standards with many opportunities for differentiation.</p> <p>Lessons always incorporate students' interests.</p> | <p>Lesson structure is clear, sequenced, and aligned to some standards with opportunities for differentiation.</p> <p>Lessons frequently incorporate students' interests.</p> | <p>Lesson structure is unclear or poorly sequenced or the lesson is not aligned with standards. There are no opportunities for differentiation.</p> <p>Lessons occasionally incorporate some students' interests.</p> | <p>Lesson structure is unclear, poorly sequenced, and not aligned with standards. There are no opportunities for differentiation.</p> <p>Lessons rarely reflect the interest of students in the classroom.</p> |
| 1.3 Learning Activities <ul style="list-style-type: none"> Encourage Higher-order thinking Contextualize Learning for Students Intrinsically Motivating | <p>Almost all learning activities encourage higher order thinking and contextualize learning for the students.</p> <p>All activities are engaging and allow for student choice and creativity.</p> | <p>Most learning activities encourage higher order thinking and contextualize learning for the students.</p> <p>Most activities are engaging and allow for some student choice and creativity.</p> | <p>Learning activities are simplistic and rarely encourage higher order thinking.</p> <p>Some activities are engaging and allow for little student choice and creativity.</p> | <p>Learning activities are minimal and overly simplistic.</p> <p>Few activities are engaging or allow for student choice or creativity.</p> |

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| 1.4 Assessment <ul style="list-style-type: none"> Utilize multiple means of assessment (Including formative) Assessment Data used to personalize instruction Aligned to Defined Outcomes | Both informal and formal assessment are used effectively to inform and personalize ongoing instruction. All assessment is aligned to learning outcomes. | Both informal and formal assessment are used to inform and personalize ongoing instruction. Most assessment is aligned to learning outcomes. | Both informal and formal assessment are used and vaguely inform and personalize instruction. Some assessment is aligned to learning outcomes. | Only one form of assessment is used and does not inform or personalize instruction. Assessment is only vaguely aligned to learning outcomes. |
| 1.5 Intellectual Challenge <ul style="list-style-type: none"> Promote academic and personal growth for all students All students are challenged by learning activities Students are encouraged to learn and grow from mistakes | All lessons and activities are challenging and promote academic and personal growth for students. | Most lessons and activities are challenging and promote academic and personal growth for students. | Some lessons and activities are challenging and promote academic and personal growth for students. | Few lessons and activities are challenging and promote academic and personal growth for students. |

Category II: Classroom Environment

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|---|--|---|
| 2.1 Social-Emotional Learning <ul style="list-style-type: none"> Students are taught to identify and regulate emotions Promotes positive teacher-student and student-student relationships Explicit focus on positive decision making and conflict resolution | <p>Decision making and conflict resolution skills are explicitly taught.</p> <p>Positive relationships are built explicitly.</p> <p>Teachers always and explicitly encourage students to routinely identify, communicate and regulate emotions.</p> | <p>Decision making and conflict resolution skills are intentionally taught.</p> <p>Positive relationships are built intentionally.</p> <p>Teachers frequently and intentionally encourage students to identify, communicate and regulate emotions.</p> | <p>Decision making and conflict resolution skills are occasionally addressed.</p> <p>Positive relationships are occasionally reinforced.</p> <p>Teachers occasionally encourage students to struggle to identify, communicate and regulate emotions.</p> | <p>Decision making and conflict resolution skills are not addressed.</p> <p>Relationships are not built.</p> <p>Teachers rarely encourage students to identify, communicate and regulate emotions.</p> |
| 2.2 Trauma-Informed and Culturally Responsive Practices <ul style="list-style-type: none"> Implement teaching practices that promote inclusivity and equity. Identify students who have experienced trauma and respond appropriately Respectfully redirect negative student behaviors and guide students to manage conflict | <p>Teaching practices intentionally and consistently promote inclusivity and equity.</p> <p>Students who have experienced trauma are always identified and thoughtfully helped along a path towards wellness.</p> <p>Negative student behaviors are always redirected and conflict resolution is consistently engaged.</p> | <p>Teaching practices frequently promote inclusivity and equity.</p> <p>Students who have experienced trauma are frequently identified and helped along a path towards wellness.</p> <p>Negative student behaviors frequently redirected and conflict resolution is occasionally engaged.</p> | <p>Teaching practices occasionally promote inclusivity and equity.</p> <p>Students who have experienced trauma are occasionally identified but not helped along a path towards wellness.</p> <p>Negative student behaviors are occasionally redirected and conflict resolution is sometimes engaged.</p> | <p>Teaching practices rarely promote inclusivity and equity.</p> <p>Students who have experienced trauma are not identified.</p> <p>Negative student behaviors are rarely redirected and conflict resolution not engaged.</p> |

Category II: Classroom Environment

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|--|---|---|--|--|
| 2.3 Routines and Procedures <ul style="list-style-type: none"> Consistent and equitable implementation of classroom rules Procedures and routines support learning Classroom norms promote respect for all | <p>Rules are always implemented consistently and equitably.</p> <p>All routines, procedures and policies are inclusive, support learning and promote respect for all.</p> <p>Classroom norms always promote respect for all.</p> | <p>Rules are frequently implemented consistently and equitably.</p> <p>Many routines, procedures and policies are inclusive, support learning and promote respect for all.</p> <p>Classroom norms frequently promote respect for all.</p> | <p>Rules are occasionally implemented consistently and equitably.</p> <p>Some routines, procedures and policies are inclusive, support learning and promote respect for all.</p> <p>Classroom norms occasionally promote respect for all.</p> | <p>Rules are rarely implemented consistently and equitably.</p> <p>A few routines, procedures and policies are inclusive, support learning and promote respect for all.</p> <p>Classroom norms rarely promote respect for all.</p> |
| 2.4 Caring & Respect <ul style="list-style-type: none"> Understands students' and family's unique backgrounds and designs instruction to match Focuses on the holistic wellbeing of students Promotes and uses respectful dialogue | <p>Instruction is always created with an understanding of students' unique backgrounds and diverse perspectives.</p> <p>Holistic wellbeing of students is always considered and emphasized. Respectful dialogue is always engaged.</p> <p>Respectful dialogue is always promoted and engaged.</p> | <p>Instruction is frequently created with an understanding of students' unique backgrounds and diverse perspectives.</p> <p>Holistic wellbeing of students is frequently considered and emphasized. Respectful dialogue is frequently promoted and engaged.</p> | <p>Instruction is occasionally created with an understanding of students' unique backgrounds and diverse perspectives.</p> <p>Holistic wellbeing of students is occasionally considered and emphasized. Respectful dialogue is occasionally engaged.</p> | <p>Instruction is rarely created with an understanding of students' unique backgrounds and diverse perspectives.</p> <p>Holistic wellbeing of students is rarely considered or emphasized. Respectful dialogue is rare.</p> <p>Respectful dialogue is rarely promoted and engaged.</p> |

Category II: Classroom Environment

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|--|--|--|
| <p>2.5 Support & Persistence</p> <ul style="list-style-type: none"> Balances equitable high expectations with compassion and respect for all Cultivates student positive sense of self and connection to community Encourages students to overcome obstacles through risk taking and ownership of responsibility | <p>The teacher always balances equitable high expectations with compassion and respect for all.</p> <p>The teacher always cultivates a positive sense of self and connection to community.</p> <p>The teacher always encourages students to take risks and own responsibility.</p> | <p>The teacher frequently balances equitable high expectations with compassion and respect for all.</p> <p>The teacher frequently cultivates a positive sense of self and connection to community.</p> <p>The teacher frequently encourages students to take risks and own responsibility.</p> | <p>The teacher occasionally balances equitable high expectations with compassion and respect for all.</p> <p>The teacher occasionally cultivates a positive sense of self and connection to community.</p> <p>The teacher occasionally encourages students to take risks and own responsibility.</p> | <p>The teacher rarely balances equitable high expectations with compassion and respect for all.</p> <p>The teacher rarely cultivates a positive sense of self and connection to community.</p> <p>The teacher rarely encourages students to take risks and own responsibility.</p> |

Category III: Instructional Delivery

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|--|---|---|---|--|
| 3.1 Presentation & Explanation <ul style="list-style-type: none"> Communicates clearly, fluently, and with appropriate affect Uses appropriate and effective teaching materials Engages students with multiple presentation modes and teaching methods | <p>Always communicates clearly and with appropriate affect.</p> <p>Always selects appropriate, effective and innovative teaching materials.</p> <p>Always uses multiple presentation modes and teaching methods to engage students.</p> | <p>Frequently communicates clearly and with appropriate affect.</p> <p>Frequently selects appropriate and effective teaching materials.</p> <p>Frequently uses multiple presentation modes and teaching methods to engage students.</p> | <p>Occasionally communicates clearly and with appropriate affect.</p> <p>Occasionally selects appropriate and effective teaching materials.</p> <p>Occasionally uses multiple presentation modes and teaching methods to engage students.</p> | <p>Rarely communicates clearly and with appropriate affect.</p> <p>Rarely selects appropriate and effective teaching materials.</p> <p>Rarely uses multiple presentation modes and teaching methods to engage students.</p> |
| 3.2 Student Discourse <ul style="list-style-type: none"> Fosters respectful student interactions Provides opportunity and guides students in effective collaboration Promotes student use of appropriate tools and techniques that maximize engagement | <p>Always fosters respectful student interactions</p> <p>Always provides opportunity and guides students in effective collaboration.</p> <p>Always uses techniques and tools to maximize engagement.</p> | <p>Frequently fosters respectful student interactions.</p> <p>Frequently provides opportunity and guides students in effective collaboration.</p> <p>Frequently uses techniques and tools to maximize engagement.</p> | <p>Occasionally fosters respectful student interactions.</p> <p>Occasionally provides opportunity and guides students in effective collaboration.</p> <p>Occasionally uses techniques and tools to maximize engagement.</p> | <p>Rarely fosters respectful student interactions and offers opportunities for student collaboration.</p> <p>Rarely provides opportunity and guides students in effective collaboration.</p> <p>Rarely uses techniques and tools to maximize engagement.</p> |

Category III: Instructional Delivery

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|--|--|--|
| 3.3 Feedback to Students <ul style="list-style-type: none"> Feedback is given in a timely manner Feedback is descriptive and detailed enough to guide learning Feedback is explicitly tied to learning outcomes | <p>Feedback is always tied to learning outcomes and is descriptive and detailed.</p> <p>Feedback is always given in a timely manner.</p> <p>Feedback always acknowledges the uniqueness of each student.</p> | <p>Feedback is frequently tied to learning outcomes and is detailed.</p> <p>Feedback is frequently given in a timely manner.</p> <p>Feedback frequently acknowledges the uniqueness of each student.</p> | <p>Feedback is generally tied to learning outcomes but lacks description and detail</p> <p>Feedback is generally given in a timely manner.</p> <p>Feedback is generally tied purely to academic standards.</p> | <p>Feedback is rarely tied to learning outcomes but has no description or detail.</p> <p>Feedback is rarely given in a timely manner.</p> <p>Feedback is rarely tied purely to academic standards.</p> |
| 3.4 Classroom Culture (note-collective responsibility for learning) <ul style="list-style-type: none"> Students and teachers are partners in learning Encourages student voice and agency in learning Students have collective and individual autonomy and agency in the learning process | <p>Students and teachers are always partners in learning.</p> <p>Teachers always foster student voice and agency in learning.</p> <p>Students always have collective and individual autonomy and agency in the learning process.</p> | <p>Students and teachers are frequently partners in learning.</p> <p>Teachers frequently foster student voice and agency in learning.</p> <p>Students frequently have collective and individual autonomy and agency in the learning process.</p> | <p>Students and teachers are occasionally partners in learning.</p> <p>Teachers occasionally foster student voice and agency in learning.</p> <p>Students occasionally have collective and individual autonomy and agency in the learning process.</p> | <p>Students and teachers are rarely partners in learning.</p> <p>Teachers rarely foster student voice and agency in learning.</p> <p>Students rarely have collective and individual autonomy and agency in the learning process.</p> |

Category III: Instructional Delivery

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|--|--|---|--|--|
| <p>3.5 Educational Technology</p> <ul style="list-style-type: none"> Technology is used as a means to promote learning outcomes Technology tools are identified and used that allow learning and collaboration to happen outside the classroom Technology tools are chosen with intentionality to fit curriculum and students needs | <p>Technology is always used as a <i>tool</i> to promote learning outcomes and collaboration.</p> <p>Technology tools are always identified and used that allow learning and collaboration to happen outside the classroom.</p> <p>Technological tools are always intentionally selected to fit the curriculum and always engage a variety of student learning styles and needs.</p> | <p>Technology is frequently used as a <i>tool</i> to promote learning outcomes and collaboration.</p> <p>Technology tools are frequently identified and used that allow learning and collaboration to happen outside the classroom.</p> <p>Technological tools are frequently selected to fit the curriculum and engage a limited variety of student learning styles and needs.</p> | <p>Technology is occasionally used as a <i>tool</i> to promote learning outcomes and collaboration.</p> <p>Technology tools are occasionally identified and used that allow learning and collaboration to happen outside the classroom.</p> <p>Technological tools are occasionally selected to fit the curriculum but engage few student learning styles.</p> | <p>Technology is rarely used as a <i>tool</i> to promote learning outcomes and collaboration.</p> <p>Technology tools are rarely identified and used that allow learning and collaboration to happen outside the classroom.</p> <p>The purpose of the tools is rarely clear as they do not fit the curriculum and do not promote student engagement.</p> |

Category IV: Professionalism

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|---|---|--|
| 4.1 Continuous Professional Learning <ul style="list-style-type: none"> Personal professional needs are identified (in part through self-reflection) Varied opportunities for professional growth are sought (meetings, webinars, etc.) | Professional needs are continuously being identified and addressed. Opportunities for professional growth are always attended. | Professional needs are frequently being identified and addressed. Opportunities for professional growth are frequently attended. | Professional needs are occasionally being identified and addressed. Opportunities for professional growth are occasionally attended. | Professional needs are rarely being identified and addressed . Opportunities for professional growth are rarely attended. |
| 4.2 Collaboration and Networking <ul style="list-style-type: none"> Identifies and collaborates with education professionals both in-person and remotely Participates in faculty meetings and other school meetings Identify and interact with professional organizations and educational experts | Constant and varied networking is always occurring within the profession. T engages in multiple opportunities for networking within school organizations. | Varied networking is frequently occurring within the profession. T engages in requisite networking within school organizations. | Networking is occasionally occurring within the profession. T engages in minimal networking within school organizations. | Networking is rarely occurring within the profession. T engages in no networking within school organizations. |

Category IV: Professionalism

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|---|--|--|
| 4.3 Honesty and Integrity <ul style="list-style-type: none"> Preparation, attendance, punctuality, and demeanor reflect high professional standards Respects intellectual property of others Respectfully addresses colleagues, families, community members, students | Professional standards are not only met but often exceeded. Intellectual property, both of colleagues and other professionals is always respected. Consistent reflection allows for constant growth from mistakes. | Professional standards are frequently met. Intellectual property, both of colleagues and other professionals is frequently respected. Occasional reflection allows for some growth from mistakes. | Professional standards only occasionally met. Intellectual property, both of colleagues and other professionals is only occasionally respected. Minimal reflection allows for infrequent growth from mistakes. | Professional standards are rarely met. Intellectual property, both of colleagues and other professionals is rarely respected. No reflection creates no growth from mistakes. |
| 4.4 Mental Health and Self-Care <ul style="list-style-type: none"> Proactive in managing stress in a healthy way Understands how to set appropriate boundaries Seeks help from others when appropriate and necessary | Teacher always actively engages in self-care, seeking help when appropriate. Teacher always creates appropriate boundaries with work, students and other staff. | Teacher frequently engages in self-care, seeking help when appropriate. Teacher frequently creates appropriate boundaries with work, students and other staff. | Teacher occasionally engages in self-care, and does not seek help when appropriate. and does not seek help when appropriate. Teacher occasionally creates appropriate boundaries with work, students and other staff. | Teacher rarely engages in self-care, and does not seek help when appropriate. Teacher rarely creates appropriate boundaries with work, students and other staff. |

Category IV: Professionalism

| Focus Area | Advanced (4) | Secure (3) | Developing (2) | Needs Improvement (1) |
|---|--|---|--|---|
| 4.5 Analysis and Professional Reflection <ul style="list-style-type: none"> • Takes constructive advice • Able to admit mistakes and learn from them • Able to develop and implement a plan for professional growth | <p>Consistent and varied reflection creates constant growth from mistakes.</p> <p>Teacher always seeks advice from staff and colleagues and is able to grow from mistakes.</p> | <p>Occasional reflection creates some growth from mistakes.</p> <p>Teacher frequently seeks advice from colleagues and is able to grow from mistakes.</p> | <p>Minimal reflection creates infrequent growth from mistakes.</p> <p>Teacher occasionally seeks advice from colleagues and does not grow from mistakes.</p> | <p>No reflection creates no growth from mistakes.</p> <p>Teacher rarely seeks advice from colleagues and does not grow from mistakes.</p> |

About PTAC

The Pennsylvania Teachers Advisory Committee (PTAC) is a non-profit organization composed of active classroom teachers from across the Commonwealth who have been recognized as expert practitioners and demonstrated professional leadership. Our mission is to ensure essential decisions that impact students are informed by expert teachers.

Contact us

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