

University of Arizona
College of Science Teacher Preparation Program
General Rubric

Students are scored on the learning outcomes associated with each assignment or checkpoint, using this rubric, or an subset that includes the appropriate learning outcomes.

4	3	2	1	N.O.
<u>Accomplished:</u> Performance demonstrates clear, convincing & consistent evidence	<u>Proficient:</u> Performance demonstrates considerable but not consistent evidence	<u>Emergent:</u> Performance demonstrates developing but limited evidence	<u>Not Evident:</u> Performance demonstrates little evidence	<u>Not Observed</u>

InTASC Standards

<p>1. Learner Development</p> <p>The teacher understands how learners grow 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 style="text-align: center;">4 3 2 1 N.O.</p>
<p>2. Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>3. Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative social interaction, active engagement in learning, and self-motivation.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>4. Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>5. Content Application</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>6. Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>7. Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p style="text-align: center;">4 3 2 1 N.O.</p>
<p>8. Instructional Strategies</p> <p>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 style="text-align: center;">4 3 2 1 N.O.</p>

9. Professional Learning and Ethical Practice				
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
4	3	2	1	N.O.
10. Leadership and Collaboration				
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.				
4	3	2	1	N.O.

NETS Standards for Teachers

1. Facilitate and Inspire Student Learning and Creativity				
The teacher uses knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation.				
4	3	2	1	N.O.
2. Design and Develop Digital Age Learning Experiences and Assessments				
The teacher designs, develops, and evaluates authentic learning experiences and assessments, incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.				
4	3	2	1	N.O.
3. Model Digital Age Work and Learning				
The teacher exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.				
4	3	2	1	N.O.
4. Promote and Model Digital Citizenship and Responsibility				
The teacher understands local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.				
4	3	2	1	N.O.
5. Engage in Professional Growth and Leadership				
The teacher continuously improves his/her professional practice, models lifelong learning, and exhibits leadership in school and professional community by promoting and demonstrating the effective use of digital tools and resources.				
4	3	2	1	N.O.