



**University of Wisconsin-La Crosse, School of Education
Standards in Practice Rubric Guide for Field and Student Teaching Placements**

I. What is the Standards in Practice (SIP) rubric?

This is a comprehensive, performance-based tool that aligns to the new Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers. This evaluation tool serves as a vehicle for reflection, conversation, and on-going assessment. The use of this tool should be viewed as a 'process' with a constant focus on continual improvement and used as a support mechanism for teacher candidates (TCs). Therefore this tool documents TC performance over time.

II. How will I use the SIP rubric?

The SIP rubric and process serves many purposes depending on the user, intent, and timing.

As a teacher candidate I will use the SIP rubric as an ongoing self-reflection and progress-monitoring tool to establish goals in order to improve my performance. I will use it to document evidence of my proficiency over time in meeting the standards required of initial educators. I will use it to communicate with my cooperating teachers, university supervisor and course instructors.

As a cooperating teacher I will use the SIP rubric as a collaborative communication tool to provide feedback to TCs based on observations, discussions, lesson plans, and instructional materials. I will use the rubric as a guide to share ongoing feedback with the TC, university supervisor and the program personnel.

As the university supervisor I will use the SIP rubric to facilitate ongoing dialogue between the TC and cooperating teacher. I will use the SIP rubric to share feedback to support TC development and growth as an initial educator. I will also use the rubric to report TC's level of proficiency to the School of Education.

As a course instructor I will use the SIP rubric as a guide for planning course content and learning experiences. I will foster the TC's understanding and use of the SIP rubric as an ongoing self-reflection and progress-monitoring tool. Depending on the course, the rubric may be used for feedback and assessment.

As a program we will reflect on the data collected from the use of the SIP assessment process to inform our practice. We will use the SIP rubric to collaborate with our partners, celebrate strengths, and address areas of concern.

As the School of Education we will use the SIP rubric to document and report data to the Department of Public Instruction. We will use data gathered from the SIP process to support on-going professional development and continual improvement.



III. How is the rubric scored for field and student teaching placements?

The SIP rubric includes four comment sections, one following each category (i.e., the learner and learning, content knowledge, instructional practice, and professional responsibility). The comments section must include explicit and specific evidence to support the overall rating for each category of the rubric. Comments should reflect collaborative input from TC, cooperating teacher, and university supervisor based on the entire field or student teaching experience. Evidence can come through direct observation of TC, from written instructional and assessment materials designed by the TC, or through other means (e.g., emails, conversations, etc.).

The SIP rubric is designed with progressive levels. In order to score a 4 the TC satisfies a level 3 as well as the additional criteria for level 4. Likewise to score a 5 the TC satisfies both levels 3 and 4 as well as the additional criteria for level 5.

When a standard has more than one criterion, each criterion should be scored independently.

Evaluating TC progress is multifaceted and grounded in contextual variability. Given the complexity of these variables the scoring is fluid, and a TC's scoring from placement to placement may not be linear.

At any level of placement, a score of 3 or above in all criteria should indicate that the TC is ready to advance. This does not take into account other factors that may impact readiness to advance.

When a TC is performing at level 1 **during Field I or II placement**, the university supervisor should communicate with the TC, cooperating teacher, and program director. The program director should document the concern in collaboration with the university supervisor and/or course instructor in order to determine necessary supports. A score of 1 **upon completion of placement** will result in a School of Education Notice of Concern that is completed collaboratively by the university supervisor and/or program director, and is communicated to relevant program faculty involved with the TC and their next placement.

When a TC is performing at level 1 **during student teaching**, the university supervisor should communicate with the TC, cooperating teacher, program director, and School of Education Office of Field Experience. The program director should document the concern and in collaboration with the university supervisor and Office of Field Experience determine next steps.

Any other scoring situations that cause concern should be documented on the overall comments page on the SIP rubric, and brought to the attention of the program director and/or the School of Education Office of Field Experience.

IV. What are some important terms specific to each standard?

Standard 1: This standard is focused on the ability to plan developmentally appropriate learning experiences.

Developmentally appropriate learning experiences take into consideration the learner's age, individual characteristics, and social/cultural factors.

Personal assets refer to the learners' abilities, interests, family background, everyday experiences and opportunities, etc.

Cultural assets acknowledge the cultural backgrounds and practices of the learners such as traditions, languages, values, etc.

Community assets refer to common backgrounds and experiences that learners bring from the community where they live, such as resources, local landmarks, community events and practices, etc.

Standard 2: This standard focuses on the ability to plan and implement instructional supports.

Instructional supports refer to the instructional strategies, learning experiences, and resources selected to support student learning.

An *inclusive learning environment* is one that intentionally promotes learning for students of all age, cognitive abilities, ethnicity, gender, language, physical abilities, race, sexuality, socio-economic status, etc.

Community may include colleagues, families, external agencies, etc.

Standard 3: This standard focuses on the ability to create a safe and engaging learning environment.

A *safe learning environment* includes physical, emotional, and social safety.

Respect for learners may include a positive relationship between the student and teacher and among students, open communication, attentive listening, students working collaboratively, etc.

Responsiveness to learners includes attending to students' cultural, personal, and academic backgrounds and differing perspectives or ideas.

CONTENT KNOWLEDGE

Standard 4: This standard focuses on an accurate grasp of the content, and the ability to communicate the content to the learner using a variety of modes and strategies, to identify and correct errors, and to create opportunities for learners to practice language that makes the content more accessible.

Academic language is the means by which learners develop and express content understandings¹. Academic language demands include vocabulary, the language function (e.g., explain, describe, analyze, create, etc.), discourse, and syntax.

Representations are discipline specific examples that make content accessible to learners.

Standard 5: This standard focuses on the ability to engage the learner in critical thinking and problem solving, and to help the learner make connections between the content and other disciplines or authentic real world situations.

Critical thinking and problem solving refer to the ability of learners to use various types of reasoning to evaluate, interpret, and summarize evidence, consider differing perspectives, make judgments or decisions, and draw conclusions. *Deepens learning* is evidenced by the ability to apply knowledge and skills to novel situations.

INSTRUCTIONAL PRACTICE

Standard 6: This standard focuses on the ability to assess student learning and to use assessment data to provide meaningful feedback.

Multiple methods of assessment refer to the use of a variety of formal and/or informal assessment strategies that are aligned to the learning objectives.

Depth of Knowledge refers to the level of cognitive demand associated with assessment and learning tasks. The four levels include: 1) Recall and Reproduction; 2) Skills and Concepts/Basic Reasoning; 3) Strategic Thinking/Complex Reasoning; and 4) Extended Thinking².

Patterns of learning refer to the understandings or misunderstandings across the whole class, different groups of students, or individuals.

Standard 7: This standard focuses on the ability to sequence learning experiences based on curricular goals, content standards, and knowledge of learners.

Collaboration with *others* may include peers, colleagues, learners, families, and other school and community individuals or agencies.

¹ <http://edtpa.aacte.org/>

² From Depth of Knowledge, Dr. Norman Webb, 2009



Personalized learning refers to making the content relevant to the learner's distinct characteristics (e.g., interests, strengths, needs, and/or cultural background).

Standard 8: This standard focuses on the ability to use a variety of instructional strategies that help the learner engaged in higher levels of learning.

Higher levels of learning refer to higher order thinking skills found in Bloom's Taxonomy such as analyzing, evaluating, and creating; whereas, *lower levels of learning* include recalling, identifying, recognizing, and defining.

PROFESSIONAL RESPONSIBILITY

Standard 9: This standard focuses on the willingness to reflect upon and use feedback to make adjustments to instructional practices.

Standard 10: This standard focuses on professionalism, collaboration, and advocacy.

Advocacy refers to actively supporting and promoting the profession, and educating various individuals and groups