

## Special Education 5587 / 9287 Practicum Grading Rubric

*Special Education 5587 and 9287 Practicum coaches must use the language of this rubric to provide rationale for each practicum student's final grade. NOTE: Coaches may add a "+" or "-" to indicate that a practicum student's performance rests slightly above or slightly below a particular letter grade.*

**A:** Practicum students who receive **A** grades stand out in all respects and show clear signs of becoming excellent teachers. By the end of the semester, they exceed expectations on at least half of the competencies targeted on the Teaching Observation Report (TOR) and TOR SPED Addendum. They meet or exceed expectations for all Temple Teaching Standards. They are willing to take risks, and they capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future. They see their lessons in the context of big ideas and enduring understandings that guide instruction over time. They have high expectations for their students and for themselves. They demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities. They use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement. They lead instruction in their classrooms frequently and are capable of designing and implementing effective lessons and units of instruction. They collaborate effectively and appropriately with their mentors and respond well to feedback from their cooperating teachers and coaches. They end the semester well prepared to take on their own classrooms.

**B:** Practicum students who receive **B** grades do well in a number of aspects of practicum but not consistently across the board. They meet expectations for all of Temple Teaching Standards but do not exceed expectations in many or any of the competencies targeted on the Teaching Observation Report (TOR) and/or the TOR SPED Addendum. They are conscientious about meeting their responsibilities but do not take initiative. They tend to follow the lead of their cooperating teachers but do not take risks or attempt to add anything of their own to the methods of instruction already being employed. They are able to engage students and teach effective lessons (but not necessarily consistently), and they do not have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson. They do not consistently see their lessons as part of a larger body of instruction and are not able to identify big ideas and enduring understandings that guide them. They demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their cooperating teachers and using feedback from their coaches to influence their instruction. They end the semester prepared to take on their own classrooms but will possibly need some support in reaching the highest standards.

**C:** Practicum students receive **C** grades for one of two reasons. If students do not understand or meet the expectations for practicum by attending school approximately 20 hours per week on their scheduled days, participating actively in their classrooms, and collaborating effectively with their mentor teachers and coaches, they will receive **C** grades (or lower). In addition, some practicum students may meet the basic expectations for practicum but fail to achieve the Temple Teaching Standards, to engage students, to manage the classroom, or to plan and execute effective instruction. These practicum students also receive **C** grades. They are not well prepared to take on their own classrooms and should think about seeking other opportunities to assist in teaching and gain experience and expertise before teaching on their own.