

Temple Teacher Residency Fall Practicum Grading Rubric

TTR Residency coaches must use the language of this rubric to provide rationale for each Resident's final grade for practicum. NOTE: Coaches may add "+" or "-" to indicate that a Resident's performance rests slightly above or slightly below a particular letter grade.

A: Residents who receive **A** grades stand out in all respects and show clear signs of being strong pre-service teachers. By the end of the semester, the Residents 'Meet Expectations' of a pre-service teacher in all components in the domains of Professionalism and Classroom Environment and several of the components of Temple Teaching Standard #6: *Teachers' Reflective Thinking* which are all included on the Practicum Teaching Observation Report (P-TOR). These Residents demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities. They complete assignments for practicum and develop lessons/materials for their classrooms on time, and their work demonstrates superior quality. They see their lessons in the context of big ideas or enduring understandings that guide instruction over time. These Residents are willing to take risks, capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future. When applicable, 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 specific components of instruction in their classrooms and are capable of designing and implementing effective lessons in at least one content area that includes math and/or science. They collaborate effectively and appropriately with their Mentors and respond well to feedback from their Mentors and Coaches. They end the semester well prepared to refine their teaching practice the following semester during the student teaching experience.

B: Residents who receive **B** grades do well in a number of aspects of the practicum. By the end of the semester, the Residents 'Meet Expectations' of a pre-service teacher in many of the components in the domains of Professionalism and Classroom Environment and/or in the components of Temple Teaching Standard #6: *Teachers' Reflective Thinking* and are 'Approaching Expectations' on the others included on the Practicum Teaching Observation Report (P-TOR). They demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their Mentors and using feedback from their Mentors and Coaches to influence their instruction. They are conscientious about meeting their responsibilities, but may not take initiative. They may not consistently see their lessons as part of a larger body of instruction and are not consistently able to identify big ideas or enduring understandings that guide them. They tend to follow the lead of their Mentors, but may not attempt to add anything of their own to the methods of instruction, student engagement, or classroom environment already being employed. They are able to engage students and teach effective lessons; however, they may not yet have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson. They end the semester prepared for student teaching, but will possibly need some support in reaching the highest standards.

C: Residents receive **C** grades in practicum for a few reasons. If Residents do not understand or meet the expectations for practicum by demonstrating professionalism, participating actively in their classrooms, building meaningful relationships with students, and collaborating effectively with their Mentors and Coaches, they will receive **C** grades (or lower). In addition, some Residents may meet the basic expectations for practicum but fail to progress beyond demonstrating 'Area for Development' or 'Approaching Expectations' performance levels of a pre-service teacher on one or more of the P-TOR domains, to engage students, to manage the classroom, or to plan and execute effective instruction. These Residents also receive **C** grades. They are not well prepared to take on student teaching and significant interventions should be planned if it is decided by all parties that the Resident should continue to student teaching.