**DPT 3 Presentation Rubric** 

Purpose: To provide insight into candidate dispositions throughout student teaching.

Candidate: Panel Member:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Conceptual Framework | InTASC standard | Criterion | Ineffective | Developing | Effective | Highly Effective |
| Committed | 9 | Candidate was well-prepared for presentation; on-time; professional appearance and demeanor;  | If not -indicator of commitment by candidate. Candidate will be asked to reschedule or fail interview.  |
|  | 2 | Classroom management | No discussion of journey in developing classroom management strategies  | One classroom management strategy discussed or limited/shallow discussion of journey to implement these strategies  | One classroom management strategy explicitly discussed with reflection on journey in implementing these strategies  | Two classroom management strategies discussed with reflection on journey to implement and impact on establishing a positive classroom environment |
| Culturally Responsive |  | Importance and ability to establish a Positive learning environment and community of learners | No evidence was able to establish | Importance of inclusive community of learners was noted, but example limited to one group or student | Conveyed importance and an example of ability to establish an inclusive community of learners | Conveyed importance and purposeful plan and execution of ability to establish an inclusive community of learners  |
|  |  | Importance of high levels of student engagement AND motivation  | No mention of value or how promoted high level of student engagement and motivation | At least one example of high levels of student engagement and motivation but deeper connections not present | At least one Detailed example of high levels of student engagement and motivation making an explicit connection to a positive classroom environment | Multiple examples of Detailed examples of high levels of student engagement making an explicit connection to a positive classroom environment  |
|  |  | Involvement in school activities  | No discussion of involvement in school activities | Examples of school involvement do not contribute to developing a community of learners or collaboration with colleagues | Examples of school involvement to assist in collaborating and developing relationships with colleagues  | Examples of school involvement that helped form collaborations with colleagues and a community of learners in the classroom |
|  |  | Commitment to serving the diverse learning needs of students in poverty- all students can learn | Briefly mentioned need to consider low SES students learning needs | Commitment to low SES student success verbally expressed but not supported by evidence | Intentionality in lesson planning and classroom activities to support students | Evidence Implementing activities with students benefitting from growth mindset of the teacher |
|  |  | Commitment to serving the diverse learning needs of ENL students  | Briefly mentioned need to consider ENL learning differences | Commitment to ENL student success verbally expressed but not supported by evidence | Intentionality in lesson planning and classroom activities to support students | Examples of culturally responsive teaching implementing additive or above levels of Banks MC framework |
|  |  | Commitment to serving the diverse learning needs of students from from various races and ethical backgrounds | Briefly mentioned need to consider racial and ethnic differences | Commitment to students from different races and ethnic backgrounds verbally expressed but not supported by evidence | Intentionality in lesson planning and classroom activities for inclusive classroom | Examples of culturally responsive teaching implementing additive or above levels of Banks MC framework |
|  |  | Commitment to serving the diverse learning needs of gender | Briefly mentioned need to consider gender differences | Commitment to gender equity verbally expressed but not supported by evidence | Intentionality in lesson planning and classroom activities for inclusive classroom | Evidence Implementing activities with students benefitting from growth mindset of the teacher |
|  |  | Differentiation for all learners with special attention for exceptional learners  | Briefly mentioned need to meet needs of exceptional learners | Commitment to exceptional learner’s success verbally expressed but not supported by evidence | Intentionality in lesson planning and classroom activities for inclusive classroom | Evidence Implementing activities with students benefitting from growth mindset of the teacher |
|  |  | Accommodations for students with disabilities SPED | Briefly mentioned meeting needs of exceptional learners | Commitment to exceptional learner’s success expressed but not supported by evidence | Intentionality in lesson planning and classroom activities for inclusive classroom | Evidence Implementing activities with students benefitting from growth mindset of the teacher |
|  |  | Technology | Shallow or No discussion of using technology as a teaching tool | Discusses how technology was used as a tool to enhance instruction | Discusses how technology was used as a tool to enhance instruction and student learning | Discuss how multiple forms of technology was used to enhance instruction and student learning |
|  |  | Data | Data not effectively used or valued to guide instruction | Discusses example of data driven decision but no insight to value or importance to guide instruction | Discusses value, importance and an example of using data to make data driven decision | Discusses value, importance and multiple examples of using data to make data driven decisions |
|  |  | Challenge and goals during student teaching | Reflection shallow with few details of challenges and goals | Guarded reflection of journey focusing only on positive moments without demonstrating flexibility and open-mindedness to new ideas  | Honest Reflection of journey with insights of lessons learned, flexibility and open-mindedness | Honest reflection of journey with insights of lessons learned, flexibility, open-mindedness and initiative to try new strategies |
|  |  | Problem Solve and flexibility | Struggled to problem solve | Example of problem solved but no details or insight into flexibility, feedback and reflection  | Example of problem solved using flexibility, and feedback  | Example of problem- solving using flexibility, feedback and analysis and reflection |
|  |  |  feedback | Did not actively seek and implement feedback | Did not effectively  | A detailed example of how sought and used feedback from clinical educators | Sought and implemented feedback on a regular basis discussing examples |

Perceived strengths and weaknesses for a beginning teacher