

Student Teaching Rubric (Aligned with IPTS & Danielson Framework)

5-Exceeds: The candidate who exceeds in this standard consistently demonstrates the skills, knowledge, and dispositions and applies them with a high degree of effectiveness.

3-Meets: The candidate who meets this standard demonstrates the skills, knowledge, and dispositions with the frequency and at a level appropriate for a beginning teacher. This is the minimum performance level required to be recommended for licensure.

1-Does Not Meet: The candidate who does not meet this standard lacks the skills, knowledge, and/or dispositions at a level appropriate for a beginning teacher. The candidate neglects components of the standard, and/or does not demonstrate this standard in an appropriate manner.

IPTS—Standard 1 Teaching Diverse Students

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 1—Teaching Diverse Students The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. 1A, 1C, 1E, 1G, 1H, 1K DF 1b	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and with diverse learning needs. 1A, 1B, 1D, 1J, 1L DF: 1d, 1e, 3a, 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 2 Content Area and Pedagogical Knowledge

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. 2I, 2N, 2P, 3L, 3N DF: 1a, 1d, 1e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry. 2J, 2K, 2M, 2Q	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. 2L, 2O, 3N DF: 1b, 1d, 3c, 3e	1	2	3 Meets	4	5 Exceeds

	Does Not Meet				
--	---------------	--	--	--	--

IPTS—Standard 3 Planning for Differentiated Instruction

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. 3A, 3B, 3H, 3I, 3O DF: 1c, 1e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. 3D, 3E, 3G, 3J, 3Q DF: 1d, 1e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. 1F, 1I, 3B, 3C, 3E, 3K, 3M DF: 1b, 1f	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 4 Learning Environment

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. 4A, 4F, 4G, 4I, 4J DF: 2a, 2b, 2c, 2d, 2e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P DF: 2d, 2c, 3a, 3b, 3c, 3e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. 4B, 4C, 4D, 4E, 4H, 4L, 4Q DF: 1f, 3d, 4b	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 5 Instructional Delivery

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
--	--------------------	---	------------	---	--------------

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S DF: 1e, 1d, 3b , 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students’ understandings and to develop critical/creative thinking and problem solving. 5A, 5D, 5I, 5L DF: 1c, 1e, 3b , 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. 5E, 5G, 5H, 5O DF: 1d, 3a	1 Does Not Meet	2	3 Meets	4	5 Exceeds
4. The competent teacher uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. 5G, 5P DF: 1c , 3d, 3e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
5. The competent teacher varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. 5E, 5F, 5K, 5Q, 5R DF: 1e , 3e	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 6 Reading, Writing & Oral Communication

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. 6G, 6H, 6I, 6J, 6K, 6R DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher integrates reading, writing, and oral communication to engage students in content learning. 6E, 6F, 6I, 6Q, 6S DF: 1c, 1e, 3a, 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher facilitates the use of appropriate word-identification, vocabulary, including academic language, and fluency strategies to foster comprehension of content. 6A, 6I, 6L, 6M DF: 1a, 1c, 1e, 3a, 3b, 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds
4. The competent teacher guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. 6B, 6N, 6O DF: 1e, 3a, 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds

5. The competent teacher supports students to develop written text that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. 6D, 6P DF: 1b, 1e, 3a, 3c	1 Does Not Meet	2	3 Meets	4	5 Exceeds
--	--------------------	---	------------	---	--------------

IPTS—Standard 7 Assessment

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. 7K, 7O, 7Q, 7R DF: 1b, 1f, 3d, 3e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher maintains useful and accurate records of student work and performance. 7M DF: 4b	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. 7J, 7L, 7N DF: 4a	1 Does Not Meet	2	3 Meets	4	5 Exceeds
4. The competent teacher clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. 7N, 7P DF: 4c	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 8 Collaborative Relationships

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being. 3F, 3P, 5Q, 8J, 8P, 8Q DF: 4c, 4d, 4e, 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to	1	2	3 Meets	4	5 Exceeds

support the growth and learning of all students, including those with diverse learning needs (i.e., IEP, Gifted, ELL). 8K, 8L, 8N, 8O, 8R, 8S DF: 4c, 4d, 4e, 4f	Does Not Meet				
3. The competent teacher identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning. 8M, 8T DF: 1d, 1e, 1f, 2c, 4d	1 Does Not Meet	2	3 Meets	4	5 Exceeds

IPTS—Standard 9 Teaching Diverse Students

	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	1 Does Not Meet	2	3 Meets	4	5 Exceeds
1. The competent teacher understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques). 9C DF: 4d, 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds
2. The competent teacher models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. 9G, 9H, 9I, 9S, 9T DF: 4c, 4d, 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds
3. The competent teacher communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. 9L, 9M, 9N DF: 4a, 4c, 4d, 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds
4. The competent teacher knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. 9B, 9J, 9R DF: 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds
5. The competent teacher participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. 9D, 9E, 9O, 9P DF: 4d, 4e	1 Does Not Meet	2	3 Meets	4	5 Exceeds
6. The competent teacher evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. 9A, 9K DF: 4a	1 Does Not Meet	2	3 Meets	4	5 Exceeds
7. The competent teacher proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. 9F, 9Q DF: 4f	1 Does Not Meet	2	3 Meets	4	5 Exceeds