



Faculty of Education Practicum Assessment Rubric

This rubric is intended to assist both the Teacher Candidate and the Associate Teacher in making judgements about demonstrated levels of teaching proficiency. The two sets of descriptions provided are intended only as reference points for an analysis of actual practice. It should be noted that candidates working primarily at levels labeled **Needs Improvement** are not meeting the required standard of professional practice required by Queen's University.

Elements of Practice	Out-standing	Required Standard			No Evidence
		Proficient	Adequate	Needs Improvement	
I - Personal and Professional					
1. Response to Supervision		Incorporates feedback in ways that enhance teaching and learning		Makes decisions independent of feedback from associate	
2. Initiative & enthusiasm		Engages students eagerly		Waits for direction	
3. Dependability & punctuality		Is reliable		Requires continuous monitoring	
4. Professionally active		Expands professional skills through school or district activities		Defines professional practice in terms of formal classroom responsibilities	
5. Self-evaluation		Is reflective about the consequences of own behaviour		Analyzes successes and failures by focusing on behaviours of others	
6. Professional judgement		Focuses on the implications of decision making for students and colleagues		Focuses on personal consequences of decision making	
II - Teaching Skills and Strategies					
1. Lesson expectations		Provides students with frameworks for organizing learning		Goals and structure of lesson are known only to the teacher	
2. Student interests/experiences		Incorporates student interests/needs into themes and activities		Attends primarily to covering content	
3. Directions & explanations		Expresses ideas and options clearly		Keeps students dependent or confused	
4. Content/child development		Selects content that is challenging but appropriate		Presents inaccurate or inappropriate content	
5. Language Use		Models a standard for oral and written work		Uses oral and written language in ways that would be unacceptable for students to model	
6. Oral skills		Uses language that facilitates learning		Uses slang, grammar or pronunciations that interferes with learning	
7. Questioning		Uses questions to extend learning		Uses questions to maintain student attention	

8. Distributes questions		Uses questions to engage a variety of students in learning		Focuses on individual students who can reinforce "correct" answers	
9. Active listening		Can adapt or modify teaching and learning activities based on student responses		Continues with plans regardless of student responses	
10. Student participation/interaction		Works to engage students both in the learning and with each other		Is content with a small number of students being academically engaged	
11. Instructional strategies		Selects strategies that fit both the content and the interests of students		Continues to use a small number of teaching/learning strategies	
III - Planning and Preparing					
1. Use of curriculum documents		Is able to map the outcomes of instruction back to both general and specific expectations		Focuses on covering individual specific expectations	
2. Use of motivational activities		Captures the attention and interest of students		Struggles to engage students	
3. Accommodation		Provides alternate ways of participating and demonstrating learning		Requires the same level of participation of all students in each activity or assessment	
4. Sequencing of lessons		Builds lessons based on what students have previously accomplished		Plans around achieving the list of specific curriculum expectations	
5. Resources		Gathers or creates resources that support the intended teaching and learning		Shapes teaching and learning to easily available resources	
6. Questioning (see II #s 7, 8 above)					
7. Involvement (see II #10 above)					
8. Assessment & evaluation		Creates instruments and tasks that monitor student progress and allow students to demonstrate a depth of learning		Focuses primarily on formally assessing students recall of ideas	
IV - Classroom Management					
1. Professional manner		Responds in a fair and balanced way to all student behaviour		Responds aggressively to unexpected or undesirable behaviour	
2. Rapport with students		Earns the respect of students		Is perceived as an authority figure	
3. Management strategies		Teaches students to be self-monitoring		Relies mostly on punishment	
4. Safe learning		Works with students to establish routines, exceptions and consequences		Imposes routines and rules regardless of consequences	
5. Attention (see II #2 above)					
6. Effective use of instructional time		Optimizes opportunities for active learning		Requires attention to be focused on the teacher	