

MoSTEP Rubric 2009-2010

by UMSL APEC

MoSTEP Rubric

Performance Assessment Rubric

| | Pass: 4-Exemplary (4 pts) | Pass: 3-Proficient (3 pts) | Pass: 2-Progressing (2 pts) | Fail: 1-Not Progressing (1 pt) |
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| 1. Subject Matter Knowledge (1, 9%) MO-STEP.1 | <p>The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.</p> | <p>The pre-service teacher demonstrates proficient knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.</p> | <p>The pre-service teacher demonstrates progressing knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.</p> | <p>The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.</p> |
| 2. Student Development (1, 9%) | <p>The pre-service teacher strongly applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.</p> | <p>The pre-service teacher proficiently applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.</p> | <p>The pre-service teacher is progressing in knowledge application of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.</p> | <p>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</p> |

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| <p>3.Diversity (1, 9%)</p> | <p>The pre-service teacher demonstrates an exemplary ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.</p> | <p>The pre-service teacher demonstrates a proficient ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.</p> | <p>The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.</p> | <p>The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners. Alternatively, the pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class. Overt knowledge of when and how to access is specialized services is superficial or absent.</p> |
| <p>4.Instructional Planning and Curriculum Development (1, 9%)</p> | <p>The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates exemplary flexibility by evaluating and changing long-&short-term goals and/or instruction to meet student needs.</p> | <p>The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates proficient flexibility by evaluating and changing long-&short-term goals and/or instruction to meet student needs.</p> | <p>The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-&short-term goals and/or instruction to meet student needs.</p> | <p>The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum. Although lessons plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do. Lessons tend to focus on whole-class instruction.</p> |

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| <p>5.Instructional Strategies (1, 9%)</p> | <p>The pre-service teacher exemplifies usage and subsequent evaluations of the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development of critical thinking, problem solving, and performance skills. Artifacts reveal the use of a variety of strategies, reflections and clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy's impact on student learning.</p> | <p>The pre-service teacher proficiently uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development of critical thinking, problem solving, and performance skills. Artifacts reveal the use of a variety of strategies, reflections and clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy's impact on student learning.</p> | <p>The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development of critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflections may not clearly establish the candidate's ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy's impact on student learning.</p> | <p>The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p> |
| <p>6.Learning Environment and Motivation (1, 9%)</p> | <p>The pre-service teacher provides exemplary evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that</p> | <p>The pre-service teacher provides proficient evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that</p> | <p>The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive</p> | <p>The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that</p> |

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| | encourages positive social interaction, active engagement in learning and self-motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior. | encourages positive social interaction, active engagement in learning and self-motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior. | social interaction, active engagement in learning and self-motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior. | encourages positive social interaction, active engagement in learning, and self-motivation. Maintaining control may be emphasized over student empowerment. |
| 7.Communicat Media (1,9%) | The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate demonstrates exemplary communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied. | The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate uses proficient communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied. | The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied. | The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication, and may describe how these might be used develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually demonstrating the ability. Interactions with students tend to treat students as all being the same. |
| 8.Assessment (1,9%) | The pre-service teacher understands and uses exemplary formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to | The pre-service teacher understands and proficiently uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to | The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to | The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment |

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| | <p>understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's assessment knowledge and skills.</p> | <p>understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's assessment knowledge and skills.</p> | <p>understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's assessment knowledge and skills.</p> | <p>strategies, tending to focus on whole-class knowledge testing. The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment. There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth. There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or other colleagues. Knowledge and skills tend not to be supported by student work samples.</p> |
| <p>9.Reflection and Professional Development (1, 9%)</p> | <p>The pre-service teacher is a reflective practitioner who demonstrates an exemplary capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out</p> | <p>The pre-service teacher is a reflective practitioner who demonstrates a proficient capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out</p> | <p>The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out</p> | <p>The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning. There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there maybe no evidence that the individual has considered ethical standards. Candidate reflections are primarily descriptive of what occurred; if reflection is used at</p> |

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| | opportunities to grow professionally. | opportunities to grow professionally. | opportunities to grow professionally. | all, it yields at most only minor refinements in learning and practice. |
| 10.Collaborative Ethics and Relationship (1, 9%) | The pre-service teacher seeks opportunities to develop exemplary caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being. The candidate demonstrates knowledge of when and how to access specialized services. | The pre-service teacher seeks opportunities to develop proficient caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being. The candidate demonstrates knowledge of when and how to access specialized services. | The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being. The candidate demonstrates knowledge of when and how to access specialized services. | The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher. The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services. |
| 11.Instructional Technology (1, 9%) | The pre-service teacher demonstrates exemplary continuous growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results. | The pre-service teacher demonstrates proficient continuous growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results. | The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results. | The pre-service teacher demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies. |

Standards

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| MO-STEP.1 | PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility. |
| MO-STEP.1.1 | General Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences. |
| MO-STEP.1.1.1 | QI: The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences. |
| MO-STEP.1.1.2 | QI: The general studies incorporate multi-cultural and global perspectives. |
| MO-STEP.1.2 | Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies. |

- MO-STEP.1.2.1** QI: The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
- MO-STEP.1.2.1.1** PI: The preservice teacher knows the subject(s) applicable to the area(s) of certification or endorsement (defined by Subject Specific Competencies for Beginning Teachers in Missouri)
- MO-STEP.1.2.1.2** PI: The preservice teacher presents the subject(s) in multiple ways;
- MO-STEP.1.2.1.3** PI: The preservice teacher uses students' prior knowledge;
- MO-STEP.1.2.1.4** PI: The preservice teacher engages students in the methods of inquiry used in the subject(s);
- MO-STEP.1.2.1.5** PI: The preservice teacher creates interdisciplinary learning.
- MO-STEP.1.2.10** QI: The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
- MO-STEP.1.2.10.1** PI: The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;
- MO-STEP.1.2.10.2** PI: The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
- MO-STEP.1.2.10.3** PI: The preservice teacher seeks opportunities to develop relationships with parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- MO-STEP.1.2.10.4** PI: The preservice teacher identifies and uses appropriate school personnel and community resources to help students reach their full potential.
- MO-STEP.1.2.11** The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.
- MO-STEP.1.2.11.1** PI: demonstrates an understanding of instructional technology concepts and operations
- MO-STEP.1.2.11.2** PI: plans and designs effective learning environments and experiences supported by informational and instructional technology
- MO-STEP.1.2.11.3** PI: implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning