DEPARTMENT OF SPECIAL EDUCATION

Ball State University

Graduate Practicum Performance Based Rubric Revised August 2009

Supervisor/Rater Signature	Date
Student/Teacher Name	
Performance Indicators : Circle (or otherwise indicate) the upon the attached rubric.	candidate's performance level for each criteria below based

Criteria				
Understands and implements Indiana and federal laws for educating learners with exceptional learning needs (ELN).			P	D
Demonstrates knowledge of learner characteristics and the effects of exceptionalities, as well as cultural/familial background on academic performance, attitude, and behavior.	U	В	P	D
Develops rapport with all learners; creates classroom atmosphere where differences are respected and valued.	U	В	P	D
Fosters independence and self-advocacy.	U	В	P	D
Plans for and implements positive behavior supports to create safe, equitable, positive and supportive academic and social environments for all learners. Uses appropriate classroom management strategies to foster positive behaviors and active engagement among all learners.	U	В	P	D
Demonstrates awareness of cultural and linguistic differences on language and communication development.	U	В	P	D
Uses effective verbal and written communication with students, parents, and colleagues. Models language effectively for students with cultural and linguistic differences.	U	В	P	D
Develops and implements lessons within the scope of a comprehensive, long-term program individualized for the learner and developed in collaboration with all pertinent stakeholders.	U	В	P	D
Plans and implements evidence-based instructional strategies and effectively adapts strategies to meet the needs of all learners.	U	В	P	D
Effectively and efficiently uses both formal and informal assessment instruments.	U	В	P	D
Reflects on ethical practice and own role in shaping attitudes and behaviors concerning diversity. Routinely considers and evaluates instructional strategies and student performance and modifies strategies accordingly.	U	В	P	D
Demonstrates commitment to professional development, accessing and implementing current evidence-based practices and professional organizations.	U	В	P	D
Collaborates with families, colleagues, and other professionals; oversees paraeducators and classroom volunteers.	U	В	P	D

Please include comments here:

Graduate Practicum Performance Based Rubric

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Understands and	Maintains	Maintains	Maintains confidentiality;	Articulates and implements laws
implements Indiana and	confidentiality. Does not	confidentiality;	demonstrates knowledge	and policies related to referral,
federal laws for educating	demonstrate knowledge	demonstrates knowledge	of laws and most policies	assessment, eligibility, behavior
learners with exceptional	of laws and policies.	of major provisions of	regarding the education	management, placement and all
learning needs (ELN).	Little attempt to	laws regarding services.	of learners with ELN.	services especially as pertaining to
	effectively include	Effectively includes	Includes families in most	the district of employment,
	families in most	families in IEPs.	processes.	appropriately including families in
	processes.			all processes. Maintains
				confidentiality of records, reports,
				and general student information.
Demonstrates knowledge	Planning and teaching	Knowledge of the	Planning, materials, and	Planning, materials, and
of learner characteristics	do not support learners'	differences among	instruction are supportive	instruction support characteristics
and the effects of	characteristics, cultural	learners with ELN not	of individual learning and	of students with ELN and those
exceptionalities, as well	diversity, and behaviors.	always evident in	social characteristics.	from diverse cultural
as cultural/familial		planning, materials, and	Some knowledge of	backgrounds. Demonstrates
background on academic		instruction. No	effects of medications;	thorough knowledge of the effects
performance, attitude,		knowledge of effects of	demonstrates willingness	of medications on learning and
and behavior		medication on learning	to learn about it.	behavior.
		and behavior.		
Develops rapport with all	Seems uncomfortable	No external evidence	Respect for diversity and	Disposition reflects respect for all.
learners; creates	with certain groups;	that diversity and	differences evident in	Proactively designs and
classroom atmosphere	classroom atmosphere	differences are valued,	classroom (bulletin	implements lessons that respect
where differences are	not welcoming to	other than a caring	boards, posters); no	and incorporate diversity and
respected and valued.	everyone.	disposition.	lessons address this.	differences to maximize academic
				success; includes multiple
				resources to accomplish this goal.

Fosters independence and self-advocacy	Learners are not encouraged to be independent. No strategy instruction.	Teaches strategies mandated by learners' IEPs; no follow-up.	Teaches strategies but does not consistently follow-up to ensure maintenance and generalizability.	Explicitly teaches multiple strategies to foster engaged and independent learners in all placements; includes self-monitoring, self-advocacy, organizational and learning strategies; provides for maintenance and generalizability of skills.
Plans for and implements positive behavior supports to create safe, equitable, positive and supportive academic and social environments for all learners. Uses appropriate classroom management strategies to foster positive behaviors and active engagement among all learners.	No evidence of classroom procedures nor expectations that are understood by students. Students are not engaged.	Students often not engaged; classroom procedures are not established. Candidate's response to misbehaviors are erratic at times. Develops and monitors FBAs.	Students demonstrate knowledge of most classroom procedures and expectations. They are generally engaged. The candidate seems unsure how to respond to some misbehaviors. Develops and monitors FBAs.	Classroom procedures are well established and students demonstrate knowledge of all expectations. Students are engaged and candidate's responses to misbehaviors are highly effective, including use of functional behavior assessment (FBA). Successfully monitors behaviors.
Demonstrates awareness of cultural and linguistic differences on language and communication development. Implements appropriate strategies to enhance communication, language, and literacy development including augmentative and alternative communication (AAC) and assistive technology (AT) where appropriate.	Mostly ignores language differences and the effects of atypical development. No effort made to consult with other professionals.	Willing to implement ideas but shows no initiative to support language development and cultural differences.	Included in planning and teaching; ideas and strategies are not always individualized.	Diligently seeks ways to support language development and cultural differences of individual students, using literature and various sources. Initiates planning and implementation for AAC with speech language pathologist and parents.
Uses effective verbal and written communication with	Struggles with oral and written communication.	Needs reminders to model effective	Effective language modeling. Refers to	Models language that is age-and ability appropriate. Consistently

students, parents, and colleagues. Models language effectively for students with cultural and linguistic differences.	Ineffective language modeling for students with cultural/linguistic difference.	language and the need to include cultural/linguistic differences; occasional errors.	language differences in some lessons.	infuses understanding of cultural and linguistic differences and appropriate ways of communicating into teaching.
Develops and implements lessons within the scope of a comprehensive, long-term program individualized for the learner and developed in collaboration with all pertinent stakeholders.	Planning based on teacher's manual; does not address individual learning and social needs. No attempt to plan lessons and include materials that reflect diversity.	Short-term planning lacks thoroughness; needs assistance with task analysis. Often includes technology that does not effectively relate to lesson objectives or students' needs. Needs reminders of the need to plan with diversity of the classroom in mind.	Long- and short-term planning (including transition planning where appropriate) is thorough; accommodations at times generic. Task analysis and assistive technology not routinely included in planning. Planning often includes materials and strategies with a focus on the cultural/linguistic diversity in the classroom.	Long- and short-term planning demonstrates thoroughness in incorporating state curricula and IEP goals. Demonstrated evidence of effective transition planning where necessary. Lesson plans include task analysis, scaffolding strategies, and assistive technology specific to the needs of individuals. Accommodations are closely aligned with learners' IEPs, as well as own assessment of learners' current performance. Age- and ability appropriate. Planning (lessons and materials) routinely incorporates cultural and linguistic diversity in the classroom; reflects an awareness of social needs and participation.

Plans and implements evidence-based instructional strategies and effectively adapts strategies to meet the needs of all learners.	Makes no attempt to select and implement evidence-based practices to meet the needs of learners.	Implements evidence-based strategies when advised to do so. Needs ample support to effectively adapt strategies to needs of learners.	Evidence-based strategies are implemented for the most part; appropriately adapted.	Evidence-based strategies are effectively and consistently implemented. Strategies, resources, and materials are adapted to the needs of learners. Implements assistive technology effectively and appropriately.
Effectively and efficiently uses both formal and informal assessment instruments.	Needs help to design and assess CBA and CBM, as well as formal measures.	Does not develop own assessments; not always well adapted for the purpose.	Develops and uses CBA and CBM for progress monitoring at end of grading period. Able to conduct formal assessment.	Demonstrates consistent use of data-driven instruction and planning. Consistently and effectively develops and uses appropriate disability-specific informal assessments, including CBM and CBA; demonstrates ability to conduct and interpret formal assessments. Results are always available for parents and colleagues.
Reflects on ethical practice and own role in shaping attitudes and behaviors concerning diversity. Routinely considers and evaluates instructional strategies and student performance and modifies strategies accordingly.	.Candidate engages in unprofessional behavior. Does not identify own biases and seems unable to reflect on own practice and adjust accordingly.	Professionalism does not consistently translate into practice. Difficulties with self-analysis.	Demonstrates professionalism in theory and practice. Capable of selfanalysis.	Can identify own biases, student behaviors and differences that affect teaching. Exemplifies professional and ethical practice. Constantly links instruction to evaluation and modifies teaching strategies where necessary.

Demonstrates commitment to professional development, accessing and implementing current evidence-based practices and professional organizations	Usually attends mandatory inservice/professional development opportunities. Makes no attempt to incorporate new strategies.	Attends all mandatory inservices/professional development opportunities; does always implement new ideas/information presented.	Attends all professional development opportunities available at the school corporation, and strives to incorporate new practices. Attends at least one conference annually.	Avails self of all opportunities for professional development. Makes every effort to access and remain current in research-validated practices. Has been a long-standing member of professional organizations.
Collaborates with families, colleagues, and other professionals; oversees paraeducators and classroom volunteers.	No/little evidence of collegiality and collaboration with family. Not effective in co-taught classrooms; seems unwilling to implement suggestions from supervising teacher/general educator. Does not supervise paraeducator effectively.	Attempts collaboration but does not have adequate repertoire of strategies or information to be an effective resource. Implements ideas but does not show initiative in co-taught classrooms. Works effectively with paraeducator.	Does not consistently initiate collaboration but provides assistance upon request. Willing to implement co-teaching with general educators. Works effectively with paraeducator.	Advocates for all students with ELN. Collaborates with colleagues and families and serves as a resource. Constantly seeks ways to ensure successful transition and learning in different settings. Effective partner in co-taught classrooms. Plans for, and oversees paraeducators.