RUBRIC SCORING GUIDELINES

In an effort to inform, comfort, and allay concerns you may be experiencing regarding observation scores we wish to extend some rationale regarding the rubric and scores during these early weeks of the Student Teaching experience.

The intent of the TPE based rubric is to provide both Student Teachers and Supervisors with an objective, evidence based observation. The purpose of an evidence-based observation allows the Student Teacher the opportunity to demonstrate identified skill elements that are critical for maximizing the learning experience for ALL students. The complete version of the TPEs is available at: http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

The example below will help you understand the developmental nature of the rubric and your assessments. Please note the wording immediately following the score. The difference between scores is very discrete. If you happen to receive a score of 2 that indicates you are demonstrating your understanding of subject specific pedagogical skills in a cursory or limited manner leading to a score of “Basic”. During the first month of your placement this is a likely score on the developmental continuum as you continue to learn and grow in your placement. However, if you continue to receive a score of 2 (Basic), growth is not being demonstrated and your grade will reflect a need for improvement in a respective skill area (TPE).

Please continue to talk with your Supervisor about your progress in demonstrating competency in each of the TPEs before the semester end. Your goal is to reach scores of 3 across all TPEs prior to the conclusion of the semester.

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

...The Candidate:

- □ 1 - demonstrated an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students
- □ 2 - demonstrated a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students
- □ 3 – demonstrated an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students
- □ 4 – demonstrated a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students