

Rubric for the *Teacher Education Field Experience Evaluation* (TEFEE)

The behaviors listed are examples of actions that demonstrate proficiency in the competency area. Candidates do not have to demonstrate each behavior to demonstrate proficiency. The behaviors that candidates are able to demonstrate depend on a number of factors such as placement, teaching area, and availability of materials (technology and other resources). Consider the context of your school community and use your best judgment as you apply this rubric. If you would like to provide feedback on this rubric, which will help us develop it further, please send comments to the UWG Assessment Coordinator for the College of Education (cchester@westga.edu).

Professional Behaviors and Dispositions	
Competency	Behaviors that Demonstrate Proficiency
Demonstrates positive collaborative interactions with students and colleagues.	<ul style="list-style-type: none"> • Participating in collegial activities (co-teaching, planning, team meetings) • Demonstrating an openness to mentoring and feedback from supervisors • Identifying and using community resources that can foster student learning • Fostering positive relationships with students and their families • Talking to and listening to students and being responsive to their needs
Demonstrates effective oral, written, and nonverbal communication.	<ul style="list-style-type: none"> • Modeling effective communication strategies to convey ideas and ask questions (monitoring the effects of messages, restating ideas, drawing connections, being sensitive to nonverbal cues) • Asking questions and stimulating discussion in different ways for particular purposes (probing for understanding, helping students articulate ideas, facilitating recall, stimulating curiosity, promoting risk-taking and problem-solving) • Communicating in ways that demonstrate sensitivity to cultural and gender differences
Demonstrates a positive impact on learning for all students, including students from diverse groups.	<ul style="list-style-type: none"> • Identifying/designing instruction appropriate to students' learning styles, stages of development, strengths, and needs • Using teaching strategies that are sensitive to the multiple experiences of learners • Making appropriate provisions for individual students who have learning differences • Identifying how and when to access services or resources to meet exceptional learning needs
Accepts constructive criticism and reacts positively toward improving.	<ul style="list-style-type: none"> • Demonstrating a willingness to ask for help • Seeking feedback from and following the advice of mentors (e.g. supervisors) and colleagues to support growth and improvement in teaching
Holds and communicates high expectations for achievement through design and implementation of lessons and interactions with students.	<ul style="list-style-type: none"> • Demonstrating an attitude that conveys that all students can learn at high levels • Showing persistency in helping students achieve success • Showing respect for students' varied talents and perspectives • Designing instruction that uses students' strengths as the basis for growth

Pedagogy and Knowledge

Competency	Behaviors that Demonstrate Proficiency
Demonstrates an accurate understanding of content knowledge in lesson development, delivery and assessment.	<ul style="list-style-type: none"> • Demonstrating an understanding of the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline he/she teaches • Effectively using multiple representations and explanations of disciplinary concepts that capture key ideas and linking them to students' prior knowledge • Evaluating teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for representing ideas and concepts • Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline • Using/creating assessments that accurately measure students' content area knowledge, skill, and problem-solving ability
Demonstrates an understanding and acceptance of diversity issues in lesson development, delivery, and assessment.	<ul style="list-style-type: none"> • Investigation of personal beliefs, values, assumptions, and attitudes • Seeking multicultural understanding (unique characteristics of American cultural groups, their history, characteristics, issues, goals) as a vehicle for improved teaching of all students • Designing instruction to enable each student's self-understanding as an individual, a member of cultural groups, and a member of humanity • Recognizing when textbook information is biased and incomplete or reflective of the dominant culture and teaching/advocating for truth, accuracy, and a broad, inclusive approach in choosing curriculum materials • Researching and viewing the history of curriculum content through a lens of race, culture, class, gender, and region • Using the classroom as a microcosm of the global world where global concepts (peace education, environmental preservation, etc.) are applied within the classroom community • Learning as much as possible about students—their families, heritages, experiences, interests—and building on their talents to promote an integrated classroom community • Stressing openness and appreciation for other viewpoints through ongoing classroom interactions
Demonstrates a knowledge of human growth and development and learning theory in lesson development, delivery, and assessment.	<ul style="list-style-type: none"> • Providing socialization opportunities that allow students to test their schemas against others' and make appropriate adaptations • Demonstrating an awareness of Piaget's stages of development and consider this knowledge in designing lessons • Viewing learning as an active process in which students construct their own understanding of how the world works • Providing guidance, support, and dialogue to give sufficient aid to students in accomplishing tasks they cannot yet do on their own • Encouraging students' use of language and providing feedback that helps correct and refine their language
Develops, delivers, and evaluates well-designed lessons.	<ul style="list-style-type: none"> • Providing complete lesson plans that follow the format outlined by the candidate's or intern's program • Evident congruency among lesson objectives, activities, and assessments • Beginning the lesson by setting the context and purpose of the lesson, which can include providing a common experiential base for learning the content • Continuing the lesson in a structured way and providing strategic instruction (monitoring understanding, summarizing, reteaching when necessary) • Concluding the lesson by summarizing the new learning and relating new information to previous learning or to the "bigger picture " • Reflecting on the lesson (instruction, interactions, learning) and evaluating the extent to which learning goals were met
Uses student learning and achievement data to develop and deliver structured lessons.	<ul style="list-style-type: none"> • Planning instruction based on learning needs identified through review of students' scores on norm-referenced and criterion-referenced achievement tests • Planning instruction that takes into account prior student performance on classroom achievement measures (e.g., work samples, projects, tests, etc.) • Appropriately using a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, standardized tests) • Maintaining useful records of student work and performance that can be used to assess student achievement and plan instruction
Builds lesson content that demonstrates an understanding of scope, sequence, and continuity in P12 experiences.	<ul style="list-style-type: none"> • Creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from different subject areas • Linking new concepts to students' prior understanding • Designing instruction that stimulates student reflection on prior knowledge, links new ideas to already familiar ideas, and connects to students' experience

Uses a variety of instructional strategies dependent on the needs/characteristics of students.	<ul style="list-style-type: none"> • Developing lesson plans that align instructional goals, activities, and assessments • Using teacher-centered approaches when content is specific and well-defined (concepts, skills, and procedures that all students are expected to master) • Using direct instruction to help students learn concepts and procedural skills • Using learner-centered approaches to provide students with opportunities to obtain problem-solving skills • Using cooperative learning to address diversity in cognitive and social learning goals • Using individualized instruction to meet specific learning needs of students, including when remediation is necessary
Effectively incorporates technology into planning, teaching, and assessment.	<ul style="list-style-type: none"> ▪ Using technology to represent topics that are difficult to present in traditional ways ▪ Using technology to add variety to learning activities and to increase student motivation ▪ Using technology to accommodate different learning styles and preferences ▪ Helping students develop technological literacy ▪ Using technology to help students develop problem-solving skills
Monitors student learning and understanding through effective questions strategies appropriate to learner/setting.	<ul style="list-style-type: none"> ▪ Asking questions to increase student engagement, achievement, and motivation ▪ Asking a range of questions appropriate to learning goals ▪ Using a questioning pattern where all students are called on equally ▪ Using open-ended questions for which a variety of answers are acceptable ▪ Using appropriate wait-time for high level questions ▪ Using prompting to elicit a response after the student has given an incorrect or incomplete answer ▪ Using probing and elaborating to obtain deeper processing and to develop student responses
Uses critical thinking and reflective practice to create, modify, and maintain effective instruction.	<ul style="list-style-type: none"> ▪ Continually reflecting on practice to determine whether planned lessons/instructional strategies had a clear goal, whether the goal was important, whether learning activities were consistent with the goal, what could have been made clearer and more interesting to students, and whether assessments indicated students learned ▪ Critically examining the effectiveness of instruction, making changes, and refining teaching performance
Demonstrates a sensitivity to the needs of students when making educational decisions.	<ul style="list-style-type: none"> ▪ Recognizing and accepting the challenges posed by differences in students' socioeconomic status and cultural influences ▪ Avoiding stereotypes and making assertive efforts to get to know individual children and their parents ▪ Recognizing that not all students learn the same way and that while some students arrive at school prepared to learn, others do not ▪ Emphasizing and building on student strengths ▪ Working to build and convey empathy and understanding in interactions, particularly with children and families from diverse backgrounds
Uses a variety of assessment techniques to demonstrate student learning.	<ul style="list-style-type: none"> • Appropriately using a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, standardized tests) ▪ Maintaining useful records of student work and performance that can be used to assess student achievement and plan instruction • Using assessments that align with instructional goals • Using a range of measurement tools, including alternative assessment strategies that allow students to demonstrate what they know and can do • Using formative assessments to help students monitor their learning • Using achievement data as a basis for reteaching ▪ Monitoring student progress through regular formative and summative assessment and providing prompt feedback to enhance motivation and increase achievement
Plans instruction to keep students of all abilities and backgrounds constructively engaged.	<ul style="list-style-type: none"> ▪ Planning instruction based on learning needs identified through review of students' scores on norm-referenced and criterion-referenced achievement tests ▪ Planning instruction that takes into account prior student performance on classroom achievement measures (e.g., work samples, projects, tests, etc.)

Management

Competency	Behaviors that Demonstrate Proficiency
Establishes a positive environment conducive to learning	<ul style="list-style-type: none"> ▪ Striving for an atmosphere that is calm but not rigid and where movement and interaction are comfortable ▪ Teaching procedures and rules by modeling them and by having students practice them as authentic tasks governing classroom life ▪ Providing active, engaging, authentic, and collaborative learning activities where students work in concert with others on real-world projects to achieve a specific purpose ▪ Avoiding occurrences that impair learning, such as threatening or high stress situations ▪ Establishing a problem-solving atmosphere that emphasizes discussion and learner input and that focuses on learner responsibility
Demonstrates effective classroom management skills.	<ul style="list-style-type: none"> ▪ Maintaining consistency between school and classroom rules ▪ Stating rules positively and helping students understand reasons for the rules ▪ Posting rules to make them part of classroom life ▪ Displaying “withitness”—knowing what is going on in all parts of the classroom at all times and communicating this knowledge both verbally and nonverbally ▪ Demonstrating consistency in applying the rules ▪ Following through with accelerating (less assertive to more assertive) teacher behavior to convey full commitment to implementing the rules and maintaining an orderly classroom environment
Plans instruction to keep students constructively occupied with an appropriate level of structure.	<ul style="list-style-type: none"> ▪ Organizing , preparing students for, and monitoring independent and group work that allows for full and varied participation of all students ▪ Evaluating ways to achieve learning goals and then choosing strategies and materials to achieve instructional purposes and to meet student needs (such as those based on developmental stages, prior knowledge, learning styles, interests)
Uses resources of time, space, and materials appropriately within the confines of the setting.	<ul style="list-style-type: none"> ▪ Having materials prepared well in advance and using efficient procedures so that time, physical energy, and working memory can be used for thinking about and guiding student learning ▪ Conducting organized lessons within the confines of well-established routines that are predictable and give students a sense of order ▪ Keeping lessons on track and minimizing time on matters unrelated to material being taught ▪ Using transitional signals and activities to maintain focus, engagement, and activity flow during conceptual shifts or changes in procedures ▪ Maximizing learning by continuously striving to increase academic learning time ▪ Arranging desks to accommodate instructional purposes, to promote eye contact with students, and to minimize distractions
Uses praise selectively and effectively and implements appropriate motivational strategies.	<p>Praise</p> <ul style="list-style-type: none"> ▪ Using praise sincerely, specifically, and judiciously ▪ Extending praise to all students equitably ▪ Using praise to shape approximations of student behavior in the desired direction <p>Motivation</p> <ul style="list-style-type: none"> ▪ Focusing on using intrinsically motivating activities that are challenging and that allow students to have influence over their own learning ▪ Using feedback to emphasize mastery of tasks rather than on social comparison ▪ Using extrinsic rewards to encourage students to begin tasks that are not motivating initially ▪ Using extrinsic rewards such as grades in ways that are likely to contribute to intrinsic motivation ▪ Providing a safe, supportive, learning-focused environment that emphasizes understanding, improvement, and mastery ▪ Conveying enthusiasm—communicating genuine interest and inducing in students the feeling that activities/tasks are valuable and worth doing ▪ Conveying a caring attitude by showing respect, valuing individuality, and giving personal time and attention to students