

Teaching Preparation Certificate (TPC) - Rubrics

Essential Teaching Competency A: Respond to diversity in worldview, position, and power

Outcomes	4	3	2	1
Reflect on personal power and position, and develop strategies for power sharing and choices for students	Purposefully selects ways to share power with students and give choices that are likely to be successful in the identified context and given an instructor's power and position.	Describes personal power and position and explains implications for teaching. Names possible strategies to use.	Describes basic choices that students will have in classes but does not connect those to observations about personal position or power.	Does not comment on personal power and position and does not describe many strategies for sharing power with students or creating choices.
Value perspectives and worldviews different than one's own	Connects the value of different worldviews and perspectives into ideas for course content and lessons and demonstrates skillful perspective taking in activities.	Describes implications for different worldviews and perspectives on instruction and course content. Can participate comfortably in activities that promote diverse perspectives.	Describes different worldviews and perspectives as important to accept. Can participate in activities that promote diverse perspectives.	Does not identify a personal worldview that is distinct from others and sees personal beliefs as somewhat universal or other beliefs as significantly problematic.
Use strategies to encourage and foster open and healthy dialogue	Uses strategies that encourage open and healthy dialogue during activities and includes them in lesson plans as appropriate.	States the value of open and healthy dialogue and describes how to create it when teaching.	Promotes open and healthy dialogue when directly focused on it. May discourage it at times when focused on other things.	Does not participate sufficiently to see skills in encouraging open and health dialogue or make discourage it at times.

Essential Teaching Competency B: Design lessons appropriately and teach them effectively

Outcome	Indicators	4	3	2	1
Design lessons with curricular alignment	Create outcomes that are active, and use verb, content, context	When used in teaching and planning, outcomes are consistently active and have all three parts.	While there are some examples in the portfolio of active outcomes with all three parts, there other times where what students would need to demonstrate is vague.	The portfolio has examples of outcomes with some parts, and the student is able to identify what the outcomes are missing. but not always how to fix them.	Assignments and activities that give the opportunity to demonstrate outcomes are sometimes missing them, or they are unclear.
	Select instructional strategies aligned to a self-generated outcome	Outcomes are aligned with activities and content.	Activities or content are related to the outcomes, but not specifically designed to help students achieve them.	The connection between the outcomes and activities is vague at times. Sometimes there are activities unconnected to an outcome or outcomes unconnected to activities.	Instructional strategies are often similar, and planning is focused more on what the educator covers than what students learn.
Select appropriate content and order it to promote learning	Distinguish between what is essential to know, nice to know and not necessary	Content is generally helpful, and there is about the right amount given the time for instruction. Description provided about how content was prioritized.	Content is identified and plan for coverage is in place. Rationale is provided about how specific content was selected and other content was rejected.	Content is identified and plan for coverage is in place. It is not clear why that specific content was selected, and other content was rejected.	There is a notion of potential content. It is likely there will be too much or too little, or it will be unclear to students what is important.
	Chunk, sequence, and scaffold essential content	Content has been identified as deliberately broken into chunks and a sequence that students are likely to understand. Activities and resources that help students learn the	Content is identified as being taught in a logical order, and more time is spent on the harder elements. There are some activities and resources identified that help students learn essential skills and	Content is identified as presented clearly for students in a way that builds on content that would be taught prior.	Content is introduced in the order the educator thought of it in, and it is planned based on large blocks of instructional time.

		hardest elements are clearly identified.	knowledge at points of difficulty.		
Use effective instructional approaches given the outcomes, context, and learners	Adjust active lesson plan (5-10 min.) given formative assessment and/or context	Modifies active elements of a strong lesson plan as the lesson progresses and improves the lesson as a result.	Makes simple changes (adjust pace, rephrases, omits parts) to a planned lesson that is active and on time.	Generates a lesson plan with active bits that is mostly on time. Teaches the plan and checks a bit to see if students are understanding.	Generates a predominantly passive or poorly timed lesson plan and does not adjust when teaching it.
	Adapt communication for audience and purpose	Identifies student needs and successfully creates oral, visual, and written communication to fit the purpose.	Communicates verbally, visually, and in written form to promote student learning and clarifies as needed.	Communication does not cause issues, but it does not actively promote student learning. Almost all communication is similar.	Uses the same modes of communicating regardless of audience or purpose, even when the method causes problems.
	Identify potential solutions to prevent and respond to classroom management problems	Lesson plans are purposefully designed to anticipate issues with structure or expectations, and clarifications during mini-lesson teaching are timely and effective.	Lesson plans are designed to have routines, structure, or clear expectations. When issues arise, there is a response.	Possible classroom routines, structure, or clear expectations are considered in lesson planning.	It is not clear that classroom routines, structure, or clear expectations are a focus.

Essential Teaching Competency C: Value improving and developing teaching practice

Outcome	Indicators	4	3	2	1
Reflect on current teaching practices to adjust and improve	Assess effectiveness of current practice based on evidence	Self-assessments clearly inform evaluations of effective practice, based on current evidence.	Self-assessments are accompanied by evidence of current practice, but do not clearly inform evaluations of effectiveness.	Self-assessments are accompanied by limited evidence that is used across multiple categories and does not clearly inform evaluations of current effectiveness.	Self-assessments are not accompanied by evidence.
	Collect evidence of teaching efficacy	Evidence is specific and explained clearly. It illustrates improvement over time and alignment with teaching goals.	Each category has appropriate evidence, and it is organized to demonstrate alignment with teaching goals.	Evidence collection is cursory but mostly complete. The same evidence is used many times in different categories and alignment with teaching goals is unclear.	Evidence is missing in some areas or disconnected from teaching goals.
Reflect on degree to which the TPC essential teaching competencies (based on the USask Learning Charter) are enacted in one's teaching practice	Recognize elements of the TPC essential teaching competencies in personal teaching practice	Observations are thoughtful, refer to teaching goals and values, and specifically connect to the TPC rubric.	Uses the language of the TPC rubric to describe teaching goals and values. Observations or TPC essential teaching competencies connections are not specific.	The TPC essential teaching competencies are mentioned, but no clear relationship of the TPC rubric with personal teaching goals and	Does not comment on the TPC essential teaching competencies in reflective work.

				values is described.	
	Identify areas of the TPC essential teaching competencies for further exploration	Identifies specific areas of the TPC essential teaching competencies for exploration and describes a few concrete actions as next steps.	Identifies areas of the TPC essential teaching competencies for exploration but does describe concrete next steps.	A general area or areas for exploration related to TPC essential teaching competencies are mentioned but not elaborated.	Does not directly identify elements of the TPC essential teaching competencies in reflective work.
Begin to clarify and refine a teaching philosophy	Articulate personal beliefs and assumptions about "good teaching"	Identifies and questions assumptions about learning, articulates the difference between values and actions, and describes specific actions that could be taken in the classroom that align with beliefs and values about good teaching.	Describes actions that could be taken in the classroom and the beliefs about good teaching that would guide those actions. Assumptions about learning are noted but not questioned, or not backed up by evidence.	States general values about teaching but does not describe specifics for how to achieve them.	Describes what other teachers have done in personal experiences as a learner.
Make appropriate changes based on feedback	Choose appropriate responses to feedback on teaching	Actions are highly likely to make a significant difference and broken into small, achievable chunks.	Responses are specific and likely to improve teaching over time.	Responses are general and actions may not be strategic.	Responses are unclear or not actionable.

