

HOPE COLLEGE EDUCATION DEPARTMENT
Level 2A
Field Placement Evaluation Rubric
(ED281, ED283, ED 286)

Professional Dispositions
(Recognizes the impact of personal characteristics)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Demonstrates responsibility	Student consistently goes beyond mentor's requests. Student uses borrowed materials appropriately and returns them.	Student often follows through with mentor's requests. Student uses borrowed materials appropriately.	Student occasionally follows mentor's requests. Student mishandles borrowed materials at times.	Student fails to follow mentor's requests and/or handles borrowed materials inappropriately.
Demonstrates maturity	Student consistently acts as an adult and maintains appropriate boundaries with learners.	Student often acts as an adult and typically maintains appropriate boundaries with learners.	Student occasionally assumes the adult role and at times maintains appropriate boundaries with learners.	Student fails to assume an adult role and does not maintain appropriate boundaries with learners.
Demonstrates respect	Student's interactions are consistently considerate and courteous. Interactions are appropriate to developmental and cultural norms while appreciating the world views of others.	Student's interactions are often considerate and courteous. Interactions are generally appropriate to developmental and cultural norms while appreciating the world view of others.	Student's interactions are occasionally considerate and courteous, but may reflect occasional inconsistencies, favoritism, or disregard for developmental or cultural norms and at times does not appreciate the world view of others.	Student's interactions fail to be considerate and courteous and at times, they are negative, demeaning, sarcastic, rude or inappropriate to learners' ages or cultures. They do not appreciate the world view of others.
Demonstrates confidence	Student consistently shows confidence and/or friendliness when working with mentor and staff.	Student often shows confidence and/or friendliness when working with mentor and staff.	Student occasionally shows confidence and/or friendliness when working with mentor and staff.	Student fails to show confidence and/or friendliness when working with mentor and staff.
Demonstrates passion for teaching	Student consistently demonstrates joy and enthusiasm for teaching students (regardless of students' ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language)	Student often demonstrates joy and enthusiasm for teaching students (regardless of students' ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language)	Student occasionally demonstrates joy and enthusiasm for teaching students (regardless of students' ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language)	Student fails to demonstrate joy and enthusiasm for teaching students (regardless of students' ethnicity, race, gender, religion, disability, and socio-economic status, sexual orientation, and language)
Demonstrates personal integrity	Student consistently responds in a reliable, honest, and trustworthy manner.	Student often responds in a reliable, honest and trustworthy manner.	Student occasionally responds in a reliable, honest and trustworthy manner.	Student fails to respond in a reliable, honest and trustworthy manner.
Demonstrates fairness	Student consistently strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.	Student often strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.	Student occasionally strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.	Student fails to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.

**Teacher As a Person
(Recognizes the impact of personal characteristics)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Energetic/Enthusiastic	Student is well-rested and eager to work with learners and mentor.	Student is rested and displays a desire to work with learners and mentor.	Student is occasionally tired and/or displays sporadic attention to learners and mentor.	Student is lethargic and/or displays a negative attitude toward learners and/or mentor.
Takes initiative	Student asks mentor questions to clarify tasks and responsibilities, rather than waiting to be told. volunteers for additional responsibilities.	Student asks mentor questions to clarify tasks and responsibilities, rather than waiting to be told.	Student waits to be given instructions from mentor, but is willing to carry out the task.	Student consistently waits for direction and responds reluctantly.
Flexible	Student anticipates and adjusts to change.	Student adjusts to change as it occurs.	Student takes longer to and/or sporadically adjusts to change.	Student is rigid. is unable to "switch gears."
Dependable	Student is at placement more than the required hours and prepares materials.	Student is at the placement, ready to participate.	Student is absent 2 or more times.	Student has sporadic attendance.

**Effective Communicator
(Use of language to convey meaning)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Uses active listening	Student responds to questions or comments with reciprocal questions, observations, or comments that reflect strong listening skills.	Student responds to questions or comments in a way that reflects understanding.	Student attempts to understand questions or comments, but is not fully engaged in the interaction.	Student appears disinterested or disengaged. student ignores or brushes aside questions and comments.
Speaks clearly	Student's spoken language is clear, expressive, and without error.	Student's spoken language is clear and expressive.	Student's spoken language is audible and uses some expression, but may contain some articulation errors.	Student's spoken language is inaudible or unclear, and may contain many articulation errors.
Uses appropriate language with students	Student uses well-chosen vocabulary that enriches the environment, appropriate to the learners' ages and interests.	Student's vocabulary is appropriate to the learners' ages and interests.	Student's vocabulary is correct but limited or is not consistently appropriate to learners' ages or backgrounds.	Student's vocabulary may be inappropriate or used incorrectly, leaving learners confused.
Expresses opinions appropriately	Student expresses opinions in a tasteful, sensitive, and mature manner that considers developmental and cultural norms.	Student expresses opinions with consideration to developmental and cultural norms.	Student attempts to express opinions in a tactful manner, and considers developmental and cultural norms at times.	Student expresses opinions in a close-minded or insensitive manner.
Uses correct grammar orally	Student uses correct grammar and syntax in consistently complex sentences.	Student uses correct grammar and syntax.	Student's language contains some grammatical and syntactic errors.	Student's language contains numerous grammatical and syntactic errors.

**Effective Communicator
(Use of language to convey meaning)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Displays strong interpersonal skills	Student exhibits a genuine interest in, and ability to, establish strong relationships with mentor and staff.	Student interacts with mentor and staff in a friendly and personable manner.	Student is friendly but hesitant to approach mentor and staff.	Student is uninterested in and/or unable to establish relationships with mentor and staff.
Builds rapport with students	Interactions with learners are characterized by warmth, caring and respect and demonstrate a strong desire to establish relationships.	Interactions with learners are characterized by caring and respect and demonstrate a desire to establish relationships.	Interactions with learners are usually appropriate, but may be hesitant to establish relationships.	Interactions with at least some learners are negative, demeaning, or sarcastic. Student may express little or no interest in establishing relationships.
Displays strong writing skills	Student's writing is correct and expressive, with well-chosen vocabulary that is responsive to developmental and cultural norms.	Student's writing is clear and correct. vocabulary is appropriate to developmental and cultural norms.	Student's writing is generally correct. vocabulary is correct, but limited, and may not respond to the norms of the placement.	Student's writing contains numerous grammatical and/or spelling errors. vocabulary may be inappropriate or inaccurate.

**Professional Collaborator
(Interdependence)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Arrives on-time and prepared	Student arrives on time and prepared. extends time requirements beyond minimum.	Student arrives on time and prepared. meets minimum time requirements.	Student arrives late occasionally, but still meets minimum time requirements.	Student frequently arrives late or is absent from placement. fails to meet minimum time requirements.
Contributes ideas	Student offers ideas or suggestions specific to lessons, behavior management, or placement activities.	Student offers ideas or suggestions relevant to the placement setting.	Student makes some attempts to contribute ideas or suggestions.	Student shows little or no interest in contributing ideas and suggestions.
Cooperates/ Responds to requests	Student acts willingly on requests from mentor and seeks out additional responsibilities.	Student acts willingly on requests from mentor.	Student responds in a hesitant, but willing manner to mentor's requests.	Student refuses to cooperate or responds in a reluctant manner to mentor's requests.
Responds appropriately to critique	Student seeks, listens to, accepts and acknowledges feedback and asks for suggestions for improvement.	Student listens to, accepts and acknowledges feedback.	Student listens to, but has difficulty accepting, feedback.	Student responds to feedback in an unaccepting and/or defensive manner.

Curriculum Developer
(Committed to facilitating learning)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Connects learning theory to observed classroom practice	Student displays considerable knowledge of typical developmental characteristics of age groups and learning theories.	Student displays a general understanding of typical developmental characteristics of age groups learning theories.	Student displays some knowledge of developmental characteristics of age groups and learning theories.	Student displays minimal or inaccurate knowledge of developmental characteristics of age groups or learning theories.
Describes attention to diversity	Student describes mentor's, as well as personal attention to diversity within the placement.	Student describes mentor's attention to diversity within the placement.	Student recognizes, but cannot consistently describe mentor's attention to diversity.	Student fails to identify mentor's attention to diversity.
Describes instructional modifications for students with exceptionalities	Student describes and offers suggestions for instructional modifications for learners with exceptionalities.	Student describes instructional modifications for learners with exceptionalities.	Student recognizes, but fails to describe, instructional modifications for learners with exceptionalities.	Student fails to identify instructional modifications for learners with exceptionalities.

Problem Solver
(Values reflection and self-assessment)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Identifies problems and analyzes mentor teacher's responses	Student identifies problems and analyzes mentor's responses. offers suggestions based on course content or theory.	Student identifies problems and analyzes mentor's responses.	Student identifies problems, but has difficulty recognizing and analyzing mentor's response.	Student fails to recognize problems within the field placement setting.

Decision Maker
(Examines own assumptions and values)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Respects confidentiality of the classroom	Student maintains confidentiality and identifies confidential information.	Student maintains confidentiality after confidential information has been identified.	Student has a general impression of how to maintain confidentiality.	Student repeatedly reveals confidential information.
Responds positively to diversity/exceptionality	Student displays exceptional knowledge of and enthusiasm for working with diverse learners (e.g. culture, sexual orientation, SES, and disabilities).	Student displays knowledge of and enthusiasm for working with diverse learners (e.g. culture, sexual orientation, SES, and disabilities).	Student is hesitant to work with diverse learners (e.g. culture, sexual orientation, SES, and disabilities).	Student is reluctant or refuses to work with diverse learners (e.g. culture, sexual orientation, SES, and disabilities).

Decision Maker
(Examines own assumptions and values)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Exhibits professional demeanor	Student exhibits professional demeanor repeatedly. Readily accepts and conforms to the norms of the placement.	Student consistently exhibits professional demeanor. Accepts and conforms to the norms of the placement.	Student exhibits professional demeanor, but may be immature or inappropriate at times.	Student exhibits consistently unprofessional demeanor. Behaves in an immature or inappropriate manner. Fails to conform to the norms of the placement.
Dresses appropriately	Not Applicable	Student dresses appropriately according to the norms of the placement.	Student dressed inappropriately but conformed to the norm of the placement once notified.	Student consistently dresses inappropriately given the norms of the placement.

Scholarly Educator
(Integrating professional knowledge with real life in the classroom)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Uses beginning professional language	Student accurately integrates professional language specific to course content.	Student integrates and uses professional language and terms.	Student uses some professional language. student is usually accurate.	Student uses slang and/or professional language inaccurately.
Demonstrates understanding of course-related concepts	Student displays solid content knowledge and makes connections between content and placement.	Student displays content knowledge and makes connections between content and placement.	Student displays content knowledge but makes connections between content and placement inconsistently.	Student is unable to display content knowledge and/or makes inaccurate connections consistently.
Recognizes uses of technology in education	Student identifies and suggests applications, and/or uses of technology in the placement.	Student identifies uses of technology in the placement.	Student recognizes some forms of technology used in the placement.	Student is unable to accurately identify technology used in the placement.
Asks relevant questions	Student asks questions that enhance understanding of the placement and integrate course content.	Student asks questions that enhance understanding of the placement.	Student asks some questions that may or may not be related to the placement.	Student asks questions unrelated to the placement, or fails to ask any questions.

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