

HOPE COLLEGE EDUCATION DEPARTMENT
Level 2B
Field Placement Evaluation Rubric
(ED311, ED357, ED358, ED 361)

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.

Professional Dispositions
(Recognizes the impact of personal characteristics)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
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.

Effective Communicator
(Use of language to convey meaning)

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
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.
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 strong 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 is usually prepared.	Student frequently arrives late or is absent from placement. fails to meet minimum time requirements. Student is often unprepared.
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	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.

**Professional Collaborator
(Interdependence)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Responds appropriately to critique	Student seeks, listens to, and accepts and acknowledges feedback and asks for suggestions for improvement.	Student listens to and accepts and acknowledges feedback.	Student listens to, but has difficulty accepting, feedback.	Student responds to feedback in an unaccepting and/or defensive manner.
Collaborates with mentor on lesson development	Student meets with mentor to discuss topics, ideas, and age appropriateness of a lesson. Student develops lesson on own, which is integrated into the ongoing curriculum expectations of the placement.	Student meets with mentor to discuss topics, ideas, and age appropriateness of a lesson. Student develops lesson on own.	Student may be hesitant to approach mentor and/or may over-rely on mentor to provide ideas and suggestions.	Student fails to contact mentor regarding lesson planning. Student does not seek advice or feedback.

**Curriculum Developer
(Committed to facilitating learning)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Writes thorough lesson plans	Student writes thorough, correctly formatted lesson(s), related to clear goals. Lesson(s) is integrated fully with the placement.	Student writes thorough lesson plan (s) in the correct format. Lesson(s) is consistent with the goals of the placement.	Student writes lesson(s) that is somewhat structured and detailed. May be consistent with placement goals.	Student writes lesson(s) that is incomplete, poorly structured and/or unrelated to placement goals.
Teaches planned lessons effectively	Student teaches prepared lesson(s), adjusting for time and behavior as needed.	Student teaches prepared lesson(s).	Student teaches lesson, but is somewhat unprepared or may miss parts of the lesson(s).	Student fails to teach the lesson or is so unprepared that the lesson fails.
Modifies instruction to meet students' needs	Student makes major adjustments to instruction to meet learners' needs	Student makes minor adjustments to instruction to meet learners' needs.	Student attempts to make adjustments with mixed results.	Student adheres rigidly to plan, failing to acknowledge the need for adjustments.
Assesses student learning	Student assesses goals of the lesson with well-developed assessment content and process.	Student assesses goals of the lesson.	Student assesses some goals of the lesson. Assessment may not be well matched to the goal.	Student fails to assess goals or chooses assessments that do not match the goals.
Assesses own performance	Student makes thoughtful, accurate assessment of performance. Makes specific suggestions for improvement.	Student makes accurate assessment of performance in placement. Student checks with mentor and then makes suggestions for improvement.	Student makes generally accurate evaluation of performance, but does not identify areas for improvement.	Student is unable to identify lesson's effectiveness. Misjudges success. Cannot identify if goals have been achieved.
Displays creativity	Student engages learners with unique materials or approaches. Recognizes potential ways to use a variety of materials.	Student engages learners and uses a variety of approaches and/or activities.	Student uses the same activities or explanations repeatedly.	Student fails to engage learners. Uses boring, repetitive ideas and materials.

**Curriculum Developer
(Committed to facilitating learning)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Displays knowledge of Michigan Benchmarks	Student accurately plans lesson(s) to fully reflect and integrate Michigan Benchmarks.	Student identifies and describes Michigan Benchmarks related to lesson.	Student acknowledges having heard of Michigan Benchmarks, but may have difficulty naming or describing Benchmarks.	Student has difficulty identifying and/or explaining the Michigan Benchmarks.

**Problem Solver
(Values reflection and self-assessment)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Manages students' behavior proactively	Student anticipates behavior problems and implements a successful plan appropriate to the placement.	Student responds to misbehavior appropriately and successfully.	Student responds to misbehavior unevenly or with sporadic success.	Student does not respond to misbehavior. May be repressive or inappropriate.
Identifies problems	Student anticipates and identifies problems. responds often in an appropriate manner.	Student identifies problems and responds in a generally appropriate manner.	Student may identify problems, but is unable to respond consistently.	Student fails to identify problems. may respond in inappropriate or ineffective manner.
Identifies problem solving strategies	Student identifies and describes problem solving strategies.	Student identifies problem solving strategies.	Student identifies some problem solving strategies.	Student fails to identify problem solving strategies and/or identifies strategies inaccurately.
Implements appropriate strategies	Student anticipates and chooses appropriate management and teaching strategies, depending on the situation.	Student implements appropriate behavior management and teaching strategies.	Student attempts to implement behavior management or teaching strategies with uneven results.	Student has difficulty implementing or selects inappropriate behavior management or teaching strategies.
Adjusts teaching as needed	Student successfully implements a major adjustment.	Student adjusts teaching as needed.	Student attempts to adjust lesson with mixed results.	Student has difficulty adjusting when necessary.

**Decision Maker
(Examines own assumptions and values)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Respects confidentiality of the classroom	Student maintains confidentiality and appropriately identifies confidential information on a consistent basis.	Student maintains confidentiality and appropriately identifies most confidential information.	Student has a general impression of how to maintain confidentiality and identify confidential information.	Student repeatedly reveals confidential information and/or fails to appropriately identify confidential information.
Displays personal integrity	Student responds repeatedly in a reliable, honest, and trustworthy manner.	Student responds consistently in a reliable and honest manner.	Student at times responds in a reliable and honest manner.	Student is dishonest or unreliable. Student cannot be trusted.

**Decision Maker
(Examines own assumptions and values)**

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Describes decisions in terms of personal values	Student plans, justifies, and implements decisions based on specified personal values.	Student is able to justify decisions based on articulated personal values.	Student describes some decisions and values.	Student has difficulty identifying personal values and links to decisions made in the placement.
Responds effectively 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).
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 dressed inappropriately given the norms of the placement.
Demonstrates overall professional commitment	Student demonstrates high commitment to professional standards. Cares deeply for and about learners in placement.	Student demonstrates a commitment to professional standards. Cares for learners.	Student appears to be partially committed to professional standards. may or may not be able to articulate standards. Displays sporadic interest/commitment to learners.	Student does not seem to be committed or alert to professional standards. Displays little or no interest in learners.
Willing to take risks	Student implements innovative or new strategies in teaching, behavior management or problem solving.	Student demonstrates a willingness to plan new or innovative lessons or management strategies.	Student relies on "tried and true" methods, showing some reluctance to try new ideas.	Student is unwilling or unable to implement new strategies. Remains rigid in approach and planning.

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

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Uses appropriate 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 educational concepts	Student displays solid educational concepts and makes connections between concepts and placement.	Student displays knowledge of education concepts and makes connections between concepts and placement.	Student displays knowledge of educational concepts, but makes connections between concepts and placement inconsistently.	Student is unable to display knowledge of educational concepts and/or makes inaccurate connections consistently.

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

Elements	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Demonstrates understanding of technology in education	Student designs and uses technology to meet instructional goals.	Student integrates technology into lesson design.	Student states how and when technology might be integrated, but fails to do so in lesson design.	Student does not have a grasp of technology and does not integrate it into lesson design.
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.
Shares professional resources	Student shares multiple resources or materials with mentor.	Student shares a professional resource or material with mentor.	Student shares a resource, but only when prompted by mentor.	Student fails to share any resources with mentor.
Attends meeting(s) within school setting	Student attended more than one professional meeting during the placement.	Student attended a professional meeting during the placement.	Student attempted to attend a professional meeting, but was unable to do so. Followed-up with questions about meeting, however.	Student made no attempt to attend a meeting and failed to show any interest before or after the fact.

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