

STUDENT TEACHING EVALUATION RUBRIC

Professional Dispositions (Recognizes the impact of personal characteristics)				
ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Demonstrates responsibility	Student fails to follow mentor's requests and/or handles borrowed materials inappropriately.	Student occasionally follows mentor's requests. Student mishandles borrowed materials at times.	Student often follows through with mentor's requests. Student uses borrowed materials appropriately.	Student consistently goes beyond mentor's requests. Student uses borrowed materials appropriately and returns them.
2) Demonstrates maturity	Student fails to assume an adult role and does not maintain appropriate boundaries with learners.	Student occasionally assumes the adult role and at times maintains appropriate boundaries with learners.	Student often acts as an adult and typically maintains appropriate boundaries with learners.	Student consistently acts as an adult and maintains appropriate boundaries with learners.
3) Demonstrates respect	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.	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 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 consistently considerate and courteous. Interactions are appropriate to developmental and cultural norms while appreciating the world views of others.
4) Demonstrates confidence	Student fails to show confidence and/or friendliness when working with mentor and staff.	Student occasionally 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 consistently shows confidence and/or friendliness when working with mentor and staff.
5) Demonstrates passion for teaching	Student fails to demonstrate physical and mental strength and energy.	Student occasionally demonstrates physical and mental strength and energy.	Student often demonstrates physical and mental strength and energy.	Student consistently demonstrates physical and mental strength and energy.
6) Demonstrates personal integrity	Student fails to respond in a reliable, honest and trustworthy manner.	Student occasionally responds in a reliable, honest and trustworthy manner.	Student often responds in a reliable, honest and trustworthy manner.	Student consistently responds in a reliable, honest, and trustworthy manner.
7) Demonstrates fairness	Student fails 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 often strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.	Student consistently strives to meet the educational needs of all students in a caring nondiscriminatory and equitable manner.

Teacher As Person

(Recognizes the impact of personal characteristics)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Displays enthusiasm for the subject matter when teaching.	Student teacher makes content errors or does not correct content errors learners make.	Student teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Student teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Student teacher displays extensive content knowledge and can get learners enthused for the subject.
2) Displays a positive attitude when interacting with learners.	Student teacher's interactions with some learners <u>at times</u> is negative, demeaning, sarcastic, or inappropriate to their ages or cultures. Students exhibit disrespect.	Student teacher's interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures. Students exhibit only minimal respect for teacher.	Student teacher/learners' interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Student teacher demonstrates genuine caring and respect for individual learners. Students exhibit respect for teacher as an individual.
3) Demonstrates concern for others and is an advocate for students.	Student teacher contributes to school practices that result in some learners not being helped to achieve and learn.	Student teacher does not knowingly contribute to some learners being neglected by traditional instructional practices.	Student teacher works within the context of a particular team or department to ensure that all learners receive a fair opportunity to succeed.	Student teacher makes a particular effort to challenge negative attitudes and helps ensure that all learners, particularly those traditionally underserved, are honored in the school.
4) Displays friendliness and confidence when working with school personnel and parents.	Student teacher lacks confidence when attempting to work with the staff and parents.	Student teacher shows some confidence and friendliness when working with staff and parents.	Student teacher shows confidence and friendliness when working with staff and parents.	Student teacher contributes ideas for projects and displays a friendly attitude when working with staff.
5) Exhibits a commitment to and passion for the field of education	Student teacher engages in no professional development activities to enhance knowledge or skill.	Student teacher participates in professional activities to a limited extent when they are convenient.	Student teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Student teacher seeks out opportunities for professional development and utilizes current research in his/her classroom.

Effective Communicator

(Use of language to convey meaning)

Demonstrates the abilities and skills necessary for effective communication at a professional level.

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Listens in a reflective, active manner.	Student teacher ignores or brushes aside learners' questions or interests.	Student teacher attempts to accommodate learners' questions or interests. The positive effects on the lesson were not evident.	Student teacher successfully accommodates learners' questions or interests and listens to their responses.	Student teacher seizes a major opportunity to enhance learning, building on a spontaneous event with helpful discussions and clearly stated responses.
2) Speaks articulately and with expression.	Student teacher's spoken language is inaudible and may contain many grammar and syntactic errors. Vocabulary may be inappropriate or used incorrectly leaving learners confused.	Student teacher's spoken language is audible, and reads with some expression. It is used correctly. Vocabulary is correct but limited or is not appropriate to learners' ages or backgrounds.	Student teacher's spoken and written language is clear and correct. Vocabulary is appropriate to learners' ages and interests.	Student teacher's spoken language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
3) Writes at a professional level.	Student teacher's written language is illegible and may contain grammatical and spelling errors. Vocabulary may be inappropriate or used incorrectly leaving learners confused.	Student teacher's written language is legible. It is used correctly. Vocabulary is correct but limited or is not appropriate to learners' ages or backgrounds.	Student teacher's written language is clear and correct. Vocabulary is appropriate to learners' ages and interests.	Student teacher's written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.
4) Expresses opinions in a tasteful, mature manner.	Student teacher expresses opinion in a close-minded manner and ignores or brushes aside learners' questions or interests.	Student teacher attempts to accommodate learners' questions or interests. The positive effects on the coherence of a lesson were not evident.	Student teacher successfully accommodates learners' questions or interests and listens to their opinion.	Student teacher enhances learning, building on a spontaneous event with helpful discussions and clearly stated opinion.
5) Gives clear directions and procedures.	Student teacher's directions and procedures are confusing to learners.	Student teacher's directions and procedures are excessively detailed, or are clarified after initial learner confusion.	Student teacher's directions and procedures are clear to learners and contain an appropriate level of detail.	Student teacher's directions and procedures are clear to learners and anticipate possible student misunderstanding.
6) Understands and uses technology for gathering and communicating ideas and information.	Student teacher does not have the skills to use technology to gather and communicate information or refuses to use technology.	Student teacher uses a minimal of information technology to gather and communicate information.	Student teacher uses primary information resources to determine and assess best possible ideas for gathering and communicating.	Student teacher uses a variety of information resources along with analysis for best possible sources to enhance communication.

Professional Collaborator
(Interdependence)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Works/plans with staff in an active and productive manner.	Student teacher's relationships with colleagues are negative or self-serving.	Student teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Student teacher develops supportive and cooperative relationships with colleagues on an ongoing basis.	Student teacher's relationships with colleagues characterizes support and cooperation. S/he takes initiative when appropriate in the classroom.
2) Seeks out opportunities to share and collaborate with others.	Student teacher avoids becoming involved in school events and working with other staff on classroom projects.	Student teacher participates in school events and classroom projects when specifically asked.	Student teacher volunteers to participate in school events and classroom projects on a regular basis.	Student teacher volunteers to participate in school events and classroom projects, making a substantial contribution.
3) Displays leadership ability in appropriate settings in the classroom and school.	Student teacher does not contribute professionally to the classroom and school.	Student teacher finds limited ways to contribute professionally to the classroom and school.	Student teacher actively participates in the classroom and the school.	Student teacher initiates some activities which contribute to the enhancement of learning in the classroom and school.
4) Modifies performance as a result of feedback from faculty, supervisor and parents.	Student teacher has no suggestions for how a lesson may be improved.	Student teacher, after discussion with staff, makes general suggestions about how a lesson may be improved.	Student teacher makes a few specific suggestions of what he/she may try another time.	Student teacher, drawing on an extensive repertoire of skills, offers specific alternative actions, complete with probable successes of different approaches.
5) Attends school and related activities including district in-services.	Student teacher participates in school and district projects reluctantly.	Student teacher participates in school and district projects when specifically asked.	Student teacher volunteers to participate in school and district projects, and makes a helpful contribution.	Student teacher volunteers to participate in school and district projects, making a substantial contribution.
6) Interacts in a profession manner with parents, colleagues, and administrators.	Student teacher displays little interest in working with colleagues.	Student teacher communicates and works with colleagues on a limited basis.	Student teacher communicates and works well with colleagues.	Student teacher works well with parents, colleagues, and administrators when appropriate takes part in making decisions that are helpful to the school.
7) Collaboratively develops short and long term professional goals.	Student teacher does not develop professional goals	Student teacher develops limited goals without assistance.	Student teacher develops professional goals without input or assistance from other professionals.	Student teacher develops appropriate professional goals (short & long term) in consultation with colleagues, cooperating teacher and/or college supervisor.

Curriculum Developer
(Committed to facilitating learning)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Applies knowledge of human growth, development and learning theories.	Student teacher displays minimal knowledge of developmental characteristics of age group.	Student teacher displays generally accurate knowledge of developmental characteristics of age group.	Student teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Student teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each learner follows patterns.
2) Creates a learning environment that promotes critical and higher order thinking.	Student teacher displays little understanding of pedagogical issues involved in learner's comprehension of the content.	Student teacher displays basic pedagogical knowledge but does not anticipate learner misconceptions.	Student teacher displays continuing search for best practices but without anticipating learner misconceptions.	Student teacher's teaching methods reflect current research on best pedagogical practices within the discipline while anticipating learner misconceptions.
3) Develops and uses assessments of students' prior knowledge and experiences that are congruent with instructional goals.	Student teacher's content and methods of assessment lack congruence with instructional goals.	Some of student teacher's instructional goals are assessed through the proposed approach, but many are not.	All of student teacher's instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Student teacher's proposed approach to assessment is congruent with the instructional goals, both in content and process.
4) Plans effective lessons/units to meet diverse needs of students (cognitive, affective, social, and physical).	Student teacher's lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	Student teacher's lesson or unit has a recognizable structure, although the structure is not uniformly maintained. Most times allocations are reasonable.	Student teacher's lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	Student teacher's lesson or unit structure is clear and allows for different pathways according to learner needs.
5) Uses multiple approaches in planning for instruction.	Student teacher is unfamiliar with the varied approaches to learning that learners exhibit, such as learning styles, modalities, and different "intelligences."	Student teacher displays general understanding of the different approaches to learning that learners exhibit.	Student teacher, through use in classroom instruction, displays solid understanding of the different approaches to learning that learners exhibit.	Student teacher uses, where appropriate, knowledge of learners' varied approaches to learning in instructional planning.
6) Presents knowledge of facts and concepts of the subject area at an appropriate student level.	Student teacher makes content errors and does not correct the content errors learners make.	Student teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Student teacher displays solid content knowledge and makes connections between the content and other parts of the discipline.	Student teacher displays extensive content knowledge and fully integrates it into the instruction.

7) Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.	Student teacher's activities and assignments are not appropriate to learners' ages or backgrounds. Learners are not engaged mentally.	Some of student teacher's activities and assignments are appropriate to learners and engage them mentally, but others do not.	Most of student teacher's activities and assignments are appropriate for learners. Almost all learners are cognitively engaged in them.	Guided by the student teacher, all learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance understanding.
8) Maximizes the use of instructional time by engaging students in meaningful learning experiences.	Student teacher's lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	Student teacher's lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	Student teacher's lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	Student teacher's lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
9) Evaluates and adjusts teaching.	Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Student teacher attempts to adjust a lesson with mixed results.	Student teacher makes a minor adjustment to improve a lesson and the change occurs smoothly.	Student teacher successfully makes a major adjustment to a lesson.
10) Critiques curriculum and instruction and adjusts goals to diverse needs of students.	Student teacher's goals are not suitable for the class.	Some of student teacher's goals are suitable for most learners in the class.	Most of student teacher's goals are suitable for most learners in the class and s/he can adjust instruction to meet needs.	Student teacher's goals consistently take into account the varying learning needs of individual learners or groups and s/he makes adjustments in instruction as the lesson is taught.
11) Applies information of students' skills and knowledge to help develop the "whole" person.	Student teacher displays little knowledge of learners' skills and knowledge and does not indicate that such information is valuable.	Student teacher recognizes the value of understanding learners' skills and knowledge but displays this information for the class only as a whole.	Student teacher displays knowledge of learners' skills and knowledge for groups of students and recognizes the value of this information.	Student teacher displays understanding of learners' skills and knowledge, including those with special needs.
12) Helps students access and use information, technology, and other resources to become independent learners and problem solvers	Student teacher's instructional materials and resources are unsuitable to the instructional goals or do not engage learners mentally.	Student teacher's instructional materials and resources are partially suitable to the instructional goals, or learners' level of mental engagement is moderate.	Student teacher's instructional materials and resources are suitable to the instructional goals and engage students mentally.	Student teacher's instructional materials and resources are suitable to the instructional goals and engage students mentally. Learners initiate the choice, adaptation, or creation of materials to enhance their own purposes.
13) Applies technology to instruction.	Student teacher does not have a grasp of technology and its application to instruction and does not use it in the classroom.	Student teacher has grasp of technology and its application to instruction, but rarely uses it.	Student teacher uses technology periodically to enhance instruction.	Student teacher designs lessons utilizing information technologies to meet instructional goals.

Problem Solver
(Values reflection and self-assessment)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Demonstrates proactive practice in planning for classroom management and instruction.	Student teacher has established little standards of conduct, or learners are confused as to what the standards are.	Student teacher has established standards of conduct for most situations, and many learners seem to understand them.	Student teacher has established standards of conduct which are clear to all learners.	Student teacher has established standards of conduct which are clear to all learners and reflect current classroom management practices.
2) Identifies student problems and implements appropriate strategies to address them.	Student teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the learner's dignity.	Student teacher's attempts to respond to learner misbehavior but with uneven results, or no serious disruptive behavior occurs.	Student teacher's response to misbehavior is appropriate and successful and respects the learner's dignity, or learner behavior is generally appropriate.	Student teacher's response to misbehavior is highly effective and sensitive to learners' individual needs, or learner behavior is entirely appropriate.
3) Reflects on appropriateness/ effectiveness of teaching strategies.	Student teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Student teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Student teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Student teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for learner misunderstanding.
4) Identifies and uses current research practices in both the subject matter and instructional strategies.	Student teacher displays little understanding of pedagogical issues involved in student learning of the content.	Student teacher displays basic pedagogical knowledge but does not anticipate learner misconceptions.	Student teacher's pedagogical practices reflect current research on best teaching methods within the discipline.	Student teacher's pedagogical practices reflect current research on best teaching methods within the discipline and anticipates student misconceptions.
5) Monitors and responds to student behavior.	Student teacher has an inadequate plan to monitor student behavior, thus loses control of the classroom.	Student teacher has an appropriate plan to monitor behavior but has difficulty carrying it out.	Student teacher has an appropriate plan and can apply it to the classroom situation.	Student teacher has an appropriate plan and can apply and adjust it to meet classroom needs.
6) Applies district/building policies.	Student disregards or misapplies building and/or district policies.	Student teacher understands district/building policies but has difficulty carrying them out appropriately.	Student teacher applies district/building policies in a generally accurate manner.	Student seeks out understanding of building & district policies and adheres to them accurately.

Decision Maker

(Examines own assumptions and values)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Exhibits respectful, ethical, and professional demeanor.	Student teacher shows little interest in learners and is their advocate part of the time. S/he does not seem to be committed to professional standards.	Student teacher has interest in the learner but does not demonstrate a caring attitude. S/he is partially committed to professional standards.	Student teacher cares for the learners and is periodically their advocate. S/he has demonstrated a commitment to professional standards.	Student teacher cares deeply for the learners and advocates as appropriate for them, especially the underserved. S/he demonstrates a commitment to high professional standards.
2) Demonstrates and values the power of teacher as role model.	Student teacher contributes to school practices that result in some learners being ill served by the school.	Student teacher's attempts to serve learners are not consistent.	Student teacher is moderately active in serving learners and being a role model.	Student teacher is proactive in serving and helping learners, seeking out resources when necessary.
3) Evaluates and modifies personal and professional performance.	Student teacher has no suggestions for how a lesson may be improved another time.	Student teacher makes general suggestions about how a lesson might be improved.	Student teacher makes a few specific suggestions of what s/he may try another time.	Student teacher draws on an extensive repertoire of skills and offers specific alternative actions, complete with probable successes of different approaches.
4) Demonstrates an ability to understand and respect varying points of view.	Student teacher makes no effort to understand and respect varying points of view.	Student teacher makes halting attempts at understanding varying points of view.	Student teacher works with other teachers to improve and gain understanding of other points of view.	Student teacher participates in making group decisions with colleagues.
5) Engages in meaningful reflection of teaching.	Student teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Student teacher has a general accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Student teacher makes thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strengths of each.
6) Respects confidentiality of the classroom.	Student teacher repeatedly reveals confidential information and fails to appropriately identify confidential information.	Student teacher has a general impression of how to maintain confidentiality and identify confidential information.	Student teacher maintains confidentiality and appropriately identifies confidential information.	Student teacher maintains confidentiality and appropriately identifies confidential information on a consistent basis.

Scholarly Educator

(Integrating professional knowledge with real life in the classroom)

ELEMENTS	Unsatisfactory	Developing Proficiency	Proficient	Excellent
1) Demonstrates an understanding of individual differences of students.	Student teacher displays little knowledge of learners' skills and knowledge and does not indicate that such knowledge is valuable.	Student teacher recognizes the value of understanding learners' skills and knowledge but displays this knowledge for the class only as a whole.	Student teacher displays knowledge of learners' skill levels and how to groups students.	Student teacher displays knowledge of learners' skills and knowledge for each student, including those with special needs.
2) Exhibits an understanding of, and respect for, the role of the individual in a free society.	Student teacher has little understanding of the role of the individual in a democratic society.	Student teacher has a limited grasp of the role of the individual in a democratic society and makes halting attempts at incorporating this into his/her teaching.	Student teacher has a grasp of the role of the individual in a democratic society and attempts to encourage this process in his/her classroom.	Student teacher has a clear grasp of the role of the individual in a democratic society and incorporates this in his/her classroom.
3) Seeks and uses updated information and procedures.	Student teacher is not up-to-date on current information and seldom uses current researched teaching and learning strategies.	Student teacher has some current information but infrequently uses updated teaching and learning strategies.	Student teacher has current information and uses updated teaching and learning strategies periodically in the classroom.	Student teacher has current information and consistently uses updated teaching and learning strategies in everyday instruction.
4) Evaluates and selects appropriate education materials.	Student teacher's materials and resources are unsuitable to the instructional goals or do not engage learners mentally.	Student teacher's materials and resources are partially suitable to the instructional goals, or learners' level of mental engagement is moderate.	Student teacher's materials and resources are suitable to the instructional goals and engage learners mentally.	Student teacher's materials and resources are suitable to the instructional goals and engage learners mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
5) Participates in professional activities.	Student teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Student teacher finds limited ways to contribute to the profession.	Student teacher participates actively in assisting other educators in professional activities.	Student teacher participates actively in assisting other educators and when appropriate helps initiate activities to contribute to the profession.

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