

University/Classroom Teacher Evaluation Rubric
EdSec 380/EdJhm 385

Andrew Brubaker

Student's Name

Mrs. Laura Ertli

Cooperating Teacher's Name

Fall 2007

Semester

East Side Middle School

School

Technology Education

Subject Matter

4 days / 1 class period / 3 hours 12 mins.

Total Teaching Time

Lessons planned: Ch. 4 (4 days)

Lessons taught: Chapter 4 (4 days)

Communication Systems

Co-facilitated 8 days

Facilitated 5 days

YES

NO

Would you recommend this preservice teacher for student teaching? (If not, please explain why.)

Cooperating Teacher Comments:

Student's Signature

Cooperating Teacher's Signature

CT = 4/6/40
PT = 4/6/40

Preparation and Planning

	Unsatisfactory	Basic	Proficient	N/A
Content Knowledge (INTASC #1)	<input type="checkbox"/> Makes or fails to correct content errors.	<input type="checkbox"/> Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	<input checked="" type="checkbox"/> Displays solid content knowledge and attempts to make connections between the content and other disciplines.	

Comments: _____

	Unsatisfactory	Basic	Proficient	N/A
Pedagogy (INTASC #4)	<input type="checkbox"/> Does not vary instructional strategies or learning activities; for example, students are passive learners and there is no modeling.	<input checked="" type="checkbox"/> Delivery of instruction shows evidence of more than one strategy within a lesson; for example, students are actively engaged, some evidence of modeling. <input checked="" type="checkbox"/> Occasionally facilitates small groups but steps in to problem solve for students.	<input type="checkbox"/> Delivery of instruction shows a variety of approaches over time. <input type="checkbox"/> Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	

Comments: _____

	Unsatisfactory	Basic	Proficient	N/A
Lesson/Unit Planning (INTASC #7)	<input type="checkbox"/> Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	<input checked="" type="checkbox"/> Daily lesson planning is evident and lessons are consistently ready on time.	<input type="checkbox"/> Connections are made with pre- and post-lessons using multiple strategies. Lesson plans are consistently ready on time.	

Comments: _____

	Unsatisfactory	Basic	Proficient	N/A
Assessment & Evaluation (INTASC 8)	<input type="checkbox"/> No predetermined criteria for assessment/evaluation.	<input type="checkbox"/> Minimal planning with no criteria given to students in advance.	<input checked="" type="checkbox"/> Criteria for evaluation is planned and given to students in advance.	

Comments: _____

Classroom Environment

	Unsatisfactory	Basic	Proficient	N/A
Classroom Procedures (INTASC #5)	<input type="checkbox"/> Time and materials are inefficiently handled. <input type="checkbox"/> Directions and procedures are confusing to the students. <input type="checkbox"/> Pacing is too slow or rushed. <input type="checkbox"/> Does not check for student understanding. <input type="checkbox"/> Much time is lost during transitions.	<input checked="" type="checkbox"/> Time and materials are handled moderately well. <input checked="" type="checkbox"/> Directions are initially unclear and require clarification. <input type="checkbox"/> Pacing is inconsistent. <input type="checkbox"/> Occasionally checks for student understanding. <input checked="" type="checkbox"/> Transitions are sporadically efficient, resulting in some loss of instructional time.	<input type="checkbox"/> Time and materials are handled efficiently. <input type="checkbox"/> Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding. <input checked="" type="checkbox"/> Pacing is usually appropriate. <input checked="" type="checkbox"/> Frequently checks for student understanding. <input type="checkbox"/> Transitions occur with little loss of instructional time.	

Comments: I felt that my instructions were clear and understood. However, students proved otherwise when they handed in assignments and went to work in groups.

	Unsatisfactory	Basic	Proficient	N/A
Attention to Student Behavior (INTASC #5)	<input type="checkbox"/> Is unaware of what students are doing, and/or student behavior is not monitored. <input type="checkbox"/> Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect students' dignity.	<input checked="" type="checkbox"/> Generally aware of student behavior but may miss the activities of some students. <input checked="" type="checkbox"/> Attempts to respond to misbehavior but with uneven results.	<input type="checkbox"/> Is consistently alert to student behavior. <input type="checkbox"/> Response to misbehavior is appropriate, successful, and respects students' dignity.	

Comments: My attention to students directly related to how willing I was to tolerate or ~~not~~ ignore some of their actions.

Instruction

	Unsatisfactory	Basic	Proficient	N/A
Spoken and Written Language (INTASC #6)	<input type="checkbox"/> Speech is inaudible and/or may contain grammar or pronunciation errors. <input type="checkbox"/> Writing is illegible and/or may contain grammar, syntax, or spelling errors. <input type="checkbox"/> Vocabulary may be inappropriate, vague, or used incorrectly.	<input checked="" type="checkbox"/> Speech is clear and reflects standard usage. <input checked="" type="checkbox"/> Writing is clear and reflects standard usage. <input checked="" type="checkbox"/> Vocabulary is standard, but limited or not appropriate to students' ages or backgrounds.	<input type="checkbox"/> Speech is exceptionally clear and reflects standard usage. <input type="checkbox"/> Writing is exceptionally clear and reflects standard usage. <input type="checkbox"/> Vocabulary is appropriate to students' ages and interests.	

Comments:

	Unsatisfactory	Basic	Proficient	N/A
Questioning and Discussion Techniques (INTASC #6)	<input type="checkbox"/> Questions are consistently closed-ended. <input type="checkbox"/> Does not attempt to provide wait time. <input type="checkbox"/> Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion. <input type="checkbox"/> No attempts are made to ensure all voices are heard.	<input type="checkbox"/> Questions are predominantly closed-ended and require little critical thought. <input checked="" type="checkbox"/> Attempts to provide appropriate wait time. <input checked="" type="checkbox"/> Makes some attempts to engage all students in discussion but with limited success. <input type="checkbox"/> Teacher attempts to ensure that all voices are heard in the discussion but with limited success.	<input checked="" type="checkbox"/> Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. <input type="checkbox"/> Consistently provides appropriate wait time. <input type="checkbox"/> Teacher occasionally steps aside when appropriate during discussion. <input checked="" type="checkbox"/> Teacher ensures that all voices are heard in the discussion.	

Comments: I always tried to make sure all students had a chance to say what they raised their hand to say.

	Unsatisfactory	Basic	Proficient	N/A
Student Engagement (INTASC #5)	<input type="checkbox"/> Little attempt is made to actively engage students. <input type="checkbox"/> Students are frequently off-task.	<input checked="" type="checkbox"/> Some attempt is made to actively engage students. <input checked="" type="checkbox"/> Students are occasionally off-task.	<input type="checkbox"/> Consistent attempts are made to actively engage students. <input type="checkbox"/> Students remain on-task for the majority of the class period.	

Comments: Some of the content would have been great opportunities for student activities. Unfortunately, time constraints did not allow me to do many of the things I had hoped to be able to do.

Professional Dispositions

	Unsatisfactory	Basic	Proficient	N/A
Professionalism	<input type="checkbox"/> Is frequently late or absent. No attempt is made to contact cooperating teacher prior to deviations in schedule. <input type="checkbox"/> Student frequently comes to the field unprepared. <input type="checkbox"/> Is a passive observer in the classroom. <input type="checkbox"/> Does not meet minimal expectations. <input type="checkbox"/> Does not accept constructive criticism well. <input type="checkbox"/> Dress is unprofessional. <input type="checkbox"/> Interactions with students, teachers, administrators, and, if applicable, parents is inappropriate or unprofessional. <input type="checkbox"/> Student exhibits a weak work ethic. <input type="checkbox"/> Professional dialogue is not practiced. <input type="checkbox"/> Student ignores school norms and rules.	<input type="checkbox"/> Is occasionally late or absent. Reasonable attempt is made to contact cooperating teacher prior to deviations in schedule. <input type="checkbox"/> Student comes to the field reasonably prepared. <input type="checkbox"/> Student assumes responsibility in the classroom when asked to do so by cooperating teacher. <input type="checkbox"/> Meets minimal expectations. <input type="checkbox"/> Accepts constructive criticism well. <input type="checkbox"/> Interactions with students, teachers, administrators, and, if applicable, parents is usually appropriate and professional. <input type="checkbox"/> Dress is acceptable. <input type="checkbox"/> Student demonstrates moderate work ethic. <input type="checkbox"/> Professional dialogue is practiced when initiated by others. <input type="checkbox"/> Student usually follows school norms and rules.	<input checked="" type="checkbox"/> Is always on time and present. <input checked="" type="checkbox"/> Is consistently well prepared. <input checked="" type="checkbox"/> Takes initiative in the classroom. <input checked="" type="checkbox"/> Exceeds minimal expectations. <input checked="" type="checkbox"/> Welcomes constructive criticism and implements suggestions. <input type="checkbox"/> Interactions with students, teachers, administrators and, if applicable, parents is always appropriate and professional. <input checked="" type="checkbox"/> Dresses professionally. <input checked="" type="checkbox"/> Demonstrates a strong work ethic. <input type="checkbox"/> Professional dialogue is initiated by student. <input checked="" type="checkbox"/> Student always follows school norms and rules.	

Comments: *I do my best to present myself in such a way that others would be glad to have me co-teaching with them.*