

University/Classroom Teacher Evaluation Rubric  
EdSec 380/EdJhm 385

Andrew Brubaker

Student's Name

Fall 2007

Semester

Technology Education

Subject Matter

Lessons planned: Chapter 4 (4 days)

Communication Systems

Mrs. Laura Ertli

Cooperating Teacher's Name

East Side Middle School

School

4 days / 1 class period / 3 hours 12 min

Total Teaching Time

Lessons taught: Chapter 4 (4 days)

Co-facilitated - 8 days

Facilitated - 5 days

191



YES



NO

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

Cooperating Teacher Comments: Mr Brubaker is very knowledgeable in his content area. He shows enthusiasm for teaching and working with students. He demonstrated a clear ability to instruct and facilitate in a classroom. During his participation, Mr Brubaker took an active roll in classroom management, discipline, and facilitation. He assisted in grading student work and answering questions.

Jul - M. Brubaker

Student's Signature

Laura Ertli

Cooperating Teacher's Signature

**Preparation and Planning**

	Unsatisfactory	Basic	Proficient	N/A
<b>Content Knowledge (INTASC #1)</b>	<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: *Clearly knowledgeable about content areas.*

	Unsatisfactory	Basic	Proficient	N/A
<b>Pedagogy (INTASC #4)</b>	<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: *Limited by time given to instruct*

	Unsatisfactory	Basic	Proficient	N/A
<b>Lesson/Unit Planning (INTASC #7)</b>	<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: *Good lesson plans. Always prepared.*

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

Comments: *Students were often a little unsure about what exactly needed to be done on assignments to receive credit.*

**Classroom Environment**

	Unsatisfactory	Basic	Proficient	N/A
<b>Classroom Procedures (INTASC #5)</b>	<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 checked="" 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 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:** *This is a very difficult area to become proficient. With time and practice this will improve. I have no doubt about that.*

	Unsatisfactory	Basic	Proficient	N/A
<b>Attention to Student Behavior (INTASC #5)</b>	<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:** *Dealing with student behavior takes time. The efforts you made were very good. Your skills will improve over a few years.*

**Instruction**

	Unsatisfactory	Basic	Proficient	N/A
<b>Spoken and Written Language (INTASC #6)</b>	<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:** *You need to make sure you always use proper English. Students learn from your example. The slang in this school is horrible.*

	Unsatisfactory	Basic	Proficient	N/A
<b>Questioning and Discussion Techniques (INTASC #6)</b>	<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 checked="" 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 checked="" type="checkbox"/> Teacher attempts to ensure that all voices are heard in the discussion but with limited success.	<input 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 type="checkbox"/> Teacher ensures that all voices are heard in the discussion.	

**Comments:** *If more time were available I am sure higher level / critical thinking questions ~~it~~ would have been used.*

	Unsatisfactory	Basic	Proficient	N/A
<b>Student Engagement (INTASC #5)</b>	<input type="checkbox"/> Little attempt is made to actively engage students. <input type="checkbox"/> Students are frequently off-task.	<input type="checkbox"/> Some attempt is made to actively engage students. <input checked="" type="checkbox"/> Students are occasionally off-task.	<input checked="" 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:** *Great job on this*

**Professional Dispositions**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>N/A</b>
<b>Professionalism</b>	<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 checked="" 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 checked="" 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: *Very professional*