

RUBRIC FOR: Social Studies, Modern Languages, Agriculture, Technical Education and K-12 Art

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
1. Knows and models professional ethics and behavior (CoEd 3.4, 5.3)	<ul style="list-style-type: none"> * does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions 	<ul style="list-style-type: none"> * incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community 	<ul style="list-style-type: none"> * complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community 	<ul style="list-style-type: none"> * meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
Notations				
Midterm:				
Final:				

	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
2. Effective work with diverse learners (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	<ul style="list-style-type: none"> * makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments 	<ul style="list-style-type: none"> * makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments 	<ul style="list-style-type: none"> * makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments 	<ul style="list-style-type: none"> * meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
Notations				
Midterm:				
Final:				

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3. Positive and effective classroom management (CoEd 3.4, 5.1, 7.3)	Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task Behavior: * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	Environment: * adjusts physical room environment only when mentor teacher asks Teaching: * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude Behavior: * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	Environment: * demonstrates understanding of correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners Teaching: * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks * directions and procedures are consistently clear and concise, resulting and concentrating learner time on task Behavior: * consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions * consistently uses	* meets all proficient level expectations Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Teaching: * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom expectations Behavior: * actively employs creative ways to promote learning and self discipline

			positive reinforcements and rewards for all learners	
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4. Content-Specific Pedagogy (CoEd 1.6)	<ul style="list-style-type: none"> *does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes 	<ul style="list-style-type: none"> * creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way * consistently depends on mentor teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students 	<ul style="list-style-type: none"> * creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from mentor teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration 	<ul style="list-style-type: none"> * meets all proficient level expectations * creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations
Notations				
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5. Adequate content knowledge in	<ul style="list-style-type: none"> * consistently makes content errors * does not correct content errors of students or self 	<ul style="list-style-type: none"> * draws on basic content knowledge only * demonstrates little 	<ul style="list-style-type: none"> * demonstrates strong content knowledge * makes connections between content and 	<ul style="list-style-type: none"> * meets all proficient level expectations * takes initiative consistently to select

teaching field and an ability to gather additional content and/or resources as needed (CoEd 1.4, 1.6)		incentive to gather additional and/or supplemental content material	other disciplines and within the discipline * gathers additional content as needed	content that goes beyond traditional texts * challenges students to think critically as they explore ways to connect content to other disciplines
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6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	<ul style="list-style-type: none"> * uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments 	<ul style="list-style-type: none"> * plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments 	<ul style="list-style-type: none"> * plans reflect standards, benchmarks, and assessments * reflects on lesson and implements changes based on reflections * independent preparation requires little input from mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate supplementary materials 	<ul style="list-style-type: none"> * meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
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7. Sensitivity to school, community, and world cultural diversity (CoEd	<ul style="list-style-type: none"> * displays no awareness of cultural diversity with respect to culture, school or community through educational input 	<ul style="list-style-type: none"> * identifies needs of some students due to cultural differences * school, community, 	<ul style="list-style-type: none"> * provides multiculturalism, informs lessons and supports * demonstrates awareness of diversity 	<ul style="list-style-type: none"> * meets all proficient level expectations * models sensitivity to cultural differences * seeks to increase own base of knowledge with

3.4, 5.1, 5.2)		cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	respect to school, community, world cultures
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8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoEd 10.2)	* displays no knowledge of legal rights and/or safety rules * relies on mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on mentor	* acts upon legal rights and responsibilities and follows safety rules * demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
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9. Appropriate use of school and community	* seeks no outside human or physical resources which would enhance	* poor or no follow through in actively involving outside	* includes use of outside human resources in lesson	* meets all proficient level expectations * implements the use

resources (CoEd 7.4, 9.2)	learning	resources	planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	of human and physical resources effectively * involves students in project research and development using human and physical resources
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10. Appropriate application of knowledge of human growth and development (CoEd 4.2)	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with mentor	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
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11. Effective oral and written communication skills of the student teacher (CoEd 6.2, 6.4)	* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques	* written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level	* clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions	* meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development * guides students to form high level questions

		questions during class discussions		
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12. Appropriate use of technology (CoEd 6.5)	* Unable to select and implement appropriate technology in planning, instruction, and assessment	* Occasionally selects and implements appropriate technology in planning, instruction, and assessment	* Frequently selects and implements a variety of technology in planning, instruction, and assessment	* Meets all proficient criteria * Encourages students to experiment with appropriate technology
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13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards) (CoEd 8.3)	* does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on mentor for evaluation input * does not record student progress	* Needs guidance and suggestions from mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates limited ability to emphasize with parental concerns * scores and records papers and written work, not always in a timely manner * does limited assessment of instructional goals	* teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) * responds to parental concerns professionally and with sensitivity in consultation with mentor * assesses instructional goals consistently * gathers assessment data and with minimal guidance from mentor * scores and records student work accurately and in a timely manner *assists with evaluations, report cards, etc.	* meets all proficient level expectations * independently handles positive parent contacts * seeks guidance from mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication * understands timely scores and records as a way to involve parents in student achievement
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14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)	<ul style="list-style-type: none"> * avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school improvement activities 	<ul style="list-style-type: none"> * participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities 	<ul style="list-style-type: none"> * participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan * observes teachers other than the mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.) 	<ul style="list-style-type: none"> * meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development
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15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)	<ul style="list-style-type: none"> * does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback 	<ul style="list-style-type: none"> * does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with mentor related to improvement of teaching * some adjustment of lessons based on feedback 	<ul style="list-style-type: none"> * is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback 	<ul style="list-style-type: none"> * meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching
Notations				

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