

### Rubric for Student Teaching Assignments

Performance Indicators	Performance Continuum			
	1	2	3	4
<b>1. Describe the detail and depth with which the student teacher submitted an account and accompanying reflection of daily events in weekly journals.</b>	The student's submission demonstrates only a mere outline of the week's events and lacks any meaningful personal reflection.	The student's submission provides only a superficial description of the week's events. Personal reflections are minimal and superficial.	The student's submission demonstrates a thorough, yet succinct, description of the week's events. Personal reflections demonstrate careful thought based on current experiences, but lack forethought for future teaching.	The student's submission demonstrates a thorough, yet succinct, description of the week's events. Personal reflections demonstrate careful thought and plans for future teaching.
<b>2. Describe the depth and thought with which the student teacher demonstrated their understanding of cultural differences.</b>	The journal entry is superficial and incomplete. Comments and questions are superficial and do not demonstrate thoughtful reflection upon their experiences.	The journal entry fails to address one of the three criteria: (1) the variety of student backgrounds they have encountered, (2) accompanying challenges, and (3) rewards with depth and thought. The entry demonstrates awareness of student differences, but may lack thoughtful reflection for possible application. The entry concludes with questions that demonstrate superficial awareness.	The journal entry addresses (1) the variety of student backgrounds they have encountered, (2) accompanying challenges, and (3) rewards with depth and thought. The entry demonstrates awareness of student differences, but may lack thoughtful reflection for possible application. The entry concludes with questions that demonstrate superficial awareness.	The journal entry addresses (1) the variety of student backgrounds they have encountered, (2) accompanying challenges, and (3) rewards with depth and thought. The entry demonstrates thoughtful reflection and an attempt to understand the students encountered. Finally, the entry concludes with substantial questions demonstrating careful consideration.

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<b>3. Describe the detail and depth with which the student teacher submitted solutions and reflections regarding ethical issues.</b>	The student's submission demonstrates only superficial awareness of ethical issues. Personal reflections seem unrelated to the assignment.	The student's submission demonstrates basic understanding regarding ethical issues. Personal reflections are superficial.	The student's submission demonstrates detailed, concise writing examining the multiple perspectives that must be considered with ethical issues. Personal reflections demonstrate careful thought based on current experiences, but lack forethought for future teaching.	The student's submission demonstrates detailed, concise writing examining the multiple perspectives that must be considered with ethical issues. Personal reflections demonstrate careful thought and plans for future action in the student's upcoming career.
<b>4.1. Describe the detail with which the student teacher completed a self-evaluation form for the Core Knowledge Teaching assignment.</b>	Self-evaluation is incomplete and does not accurately reflect the teaching demonstrated on tape. Reflective analysis demonstrates poor writing and a lack of careful thought regarding ideas for future improvement.	Self-evaluation does not accurately reflect the teaching demonstrated on tape. Reflective analysis demonstrates poor writing and a lack of careful thought regarding ideas for future improvement.	Self-evaluation accurately reflects the teaching demonstrated on tape. Reflective analysis demonstrates professional writing with general ideas for future improvement.	Self-evaluation accurately reflects the teaching demonstrated on tape. Reflective analysis demonstrates professional writing with specific plans for future improvement.

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<b>4.2. Describe the skill with which the student teacher implemented basic teaching strategies including pacing, classroom management, specific directives and feedback, effective modeling, and rapport as evidenced in videotapes submitted for the Core Knowledge assignment.</b>	Videotape demonstrates insufficient teaching skills, including pacing, classroom management, specific directives and feedback, modeling, and professional rapport. Three or more of these elements are weak.	Videotape demonstrates marginal teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport. Two or more of these elements are weak.	Videotape demonstrates good teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport. One of these elements are weak.	Videotape demonstrates superior teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport.
<b>5.1 Describe the detail and depth with which the student teacher examined personal teaching skills and impact on students during the self-selected creative project.</b>	The journal reflections provide superficial descriptions of teaching behaviors, including pacing, feedback, modeling, classroom management, and rapport. Reflections are minimal and fail to mention the impact on students or mention ideas for future implementation	The journal reflections provide broad accounts of teaching behaviors, including pacing, feedback, modeling, classroom management, and rapport. Reflections fail to mention the impact on students or mention ideas for future implementation.	The journal reflections provide detailed accounts of teaching behaviors, including pacing, feedback, modeling, classroom management, and rapport. The journal also provides thoughtful reflection and observation regarding the impact the project has on students. The journals are thorough, yet do not include ideas regarding how the project might be improved for future teaching.	The journal reflections provide detailed accounts of teaching behaviors, including pacing, feedback, modeling, classroom management, and rapport. The journal also provides thoughtful reflection and observation regarding the impact the project has on students. Throughout the journals, the student will provide reflective commentary about positive changes made to his/her teaching and ideas to modify the project for future success.

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<b>5.2. Describe the skill with which the student teacher implements basic teaching strategies including pacing, classroom management, specific directives and feedback, effective modeling, and rapport as evidenced in videotapes submitted for the creative project.</b>	Videotape demonstrates insufficient teaching skills, including pacing, classroom management, specific directives and feedback, modeling, and professional rapport. Three or more of these elements are weak.	Videotape demonstrates marginal teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport. Two or more of these elements are weak.	Videotape demonstrates good teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport. One of these elements are weak.	Videotape demonstrates superior teaching skills, including effective pacing, classroom management, specific directives and feedback, modeling, and professional rapport.