

STUDENT Laura Weakland  
 Student Teaching Final Evaluation Rubric - Cooperating Teacher  
 Eastern Michigan University

Caring, professional educators for a diverse and democratic society

*Definitions*

**Unacceptable** = Teacher attitudes, behaviors and/or skills are limited.

**Acceptable** = Teacher attitudes, behaviors and/or skills are demonstrated in a consistent and satisfactory manner.

**Target** = Teacher attitudes, behaviors and/or skills meet or exceed the expectations for a beginning teacher.

	Unacceptable	Acceptable	Target
1. Sets realistic and developmentally appropriate expectations for all students MI-EMU-CF-10.1A	1	2	3
2. Exhibits maturity, poise, professionalism and self-confidence MI-EMU-CF-10.4E MI-EMU-CF-10.4A	1	2	3
3. Creates a safe and caring classroom environment that promotes cooperation, interpersonal skills and positive self-esteem MI-EMU-CF-10.1B MI-EMU-CF-10.2C	1	2	3
4. Helps students develop expectations and shared values that foster inquiry, mutual respect, openness and support (New INTA#5)	1	2	3
5. Focuses professional decision-making on students' needs rather than on personal preferences MI-EMU-CF-10.3A MI-EMU-CF-10.4E	1	2	3
6. Adheres to standards of professional ethics: confidentiality of information and fair treatment of students INTA#10 MI-EMU-CF-10.4D MI-EMU-CF-10.4E	1	2	3
7. Demonstrates willingness to participate in school activities MI-EMU-CF-10.1C MI-EMU-CF-10.4A	1	2	3
8. Acts as an advocate for children and young adults (New) INTA#10	1	2	3

*Unacceptable*      *Acceptable*

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
9. Demonstrates mastery of subject matter MI-EMU-CF-10.2A	1	2	3
10. Demonstrates ability to present subject matter in a manner that results in learning (New)	1	2	3
11. Exhibits a positive and enthusiastic attitude when teaching MI-EMU-CF-10.4E	1	2	3
12. Models effective communication skills: listens responsively, speaks articulately, writes clearly INTA#6 MI-EMU-CF-10.4E MI-EMU-CF-10.4C	1	2	3
13. Uses multiple teaching strategies: centers, cooperative learning, demonstrations, direct and indirect lessons MI-EMU-CF-10.2F MI-EMU-CF-10.2E	1	2	3
14. Uses formative and summative assessment strategies including frequent checks for understanding during instruction INTA#8 MI-EMU-CF-10.2G	1	2	3
15. Provides for active student involvement with key ideas of content MI-EMU-CF-10.2A MI-EMU-CF-10.2E MI-EMU-CF-10.2F	1	2	3
16. Maximizes use of instructional time	1	2	3
17. Adjusts plans based on students' needs and changing circumstances INTA#4 MI-EMU-CF-10.2A	1	2	3
18. Utilizes spontaneous learning opportunities	1	2	3
19. Demonstrates effective questioning skills	1	2	3
20. Provides students with useful and timely feedback MI-EMU-CF-10.2G	1	2	3
21. Uses information technologies to enhance learning MI-EMU-CF-10.2H	1	2	3

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
22. Accepts responsibility for professional decisions and integrates feedback from supervision MI-EMU-CF-10.4E	1	2	3
23. Demonstrates self evaluation skills and seeks out opportunities to grow professionally MI-EMU-CF-10.4E	1	2	3
24. Meets administrative responsibilities: attendance, paperwork and punctuality MI-EMU-CF-10.4E	1	2	3
25. Encourages and models respect for all people INTA#2 MI-EMU-CF-10.4E	1	2	3
26. Creates opportunities to help students respect and value diversity (new)	1	2	3
27. Selects approaches and content that reflect positive contributions of both genders and diverse cultures MI-EMU-CF-10.5B	1	2	3
28. Differentiates instruction to accommodate individual differences including students with special needs MI-EMU-CF-10.5A	1	2	3
29. Provides opportunities for students to develop skills in decision-making and self-management MI-EMU-CF-10.2C MI-EMU-CF-10.1B	1	2	3
30. Creates learning environments that promote creativity, higher order thinking and problem solving MI-EMU-CF-10.2C	1	2	3
31. Communicates and implements a classroom management plan that fosters mutual respect and supports a positive learning environment MI-EMU-CF-10.1B	1	2	3
32. Works collaboratively with others: colleagues, family, school staff MI-EMU-CF-10.4A	1	2	3

<b>OVERALL ASSESSMENT</b>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
Demonstrates the attitudes, behaviors, knowledge and skills consistent with those required of a beginning teacher.	1	2	3

**COMMENTS:** *Please*  
*see typed up piece attached. →*

**Signatures:**

Cooperating Teacher *Carol Hilton*  
 Principal *Shannon*  
 Student Teacher *James P. Weardard*  
 Date *Dec 9, 2009*

Dec 9, 2009

Laura Weakland has done a wonderful job during her student teaching. She is a hard worker, and is very dedicated to teaching. Her instructional practice is strong, and meets the needs of all students. She is very caring and supportive to the students as well as the staff. She chose to participate as a lead teacher for eleven days and during that time she developed excellent plans for all of the subject areas and integrated the subjects when she could as well as differentiating instruction.

Laura participated in conferences as well, and designed the web page for my class as well as made sure she kept track of it while she was in the class. Laura's lessons reflected thought and you could tell she put time into everything she did. As well as the time she put into correcting the students papers. She made sure to give them a great amount of feedback and met with students to discuss their progress. Laura is still working on her pacing with delivering the curriculum, as many teachers are, and she is also working on classroom management as well. Laura is going to be a wonderful teacher and I know once she becomes confident in her craft that she will be one of the best teachers out there and will be an asset to any school who hires her!

April Helton