

Rubric (to support UBC’s Teacher Education Office Evaluation Checklist)

PROFESSIONAL QUALITIES			
	<i>Not yet meeting expectations</i>	<i>Minimally meeting expectations</i>	<i>Meeting expectations</i>
1. Attitude to teaching/learning	• lacks enthusiasm	• demonstrates some enthusiasm some of the time	• demonstrates enthusiasm
2. Role of the teacher	• does not assume the role of the teacher	• sometimes assumes the role of the teacher	• consistently assumes the role of the teacher
3. Communication with parents	• makes no effort to communicate with parents	• makes some effort to communicate with parents	• communicates appropriately with parents
4. Professional behaviour	• demonstrates very little professionalism	• is starting to conduct him/herself as a developing professional	• conducts him/herself as a developing professional
5. Dependability, punctuality, responsibility	• lacks dependability, punctuality &/or responsibility	• is somewhat dependable, usually on time, responsible	• is dependable, on time, and responsible
6. Collegiality with advisors and other professionals	• maintains inconsistent professional relationships	• maintains cordial professional relationships	• maintains cooperative professional relationships
7. Record-keeping	• maintains very few or disorganized records	• maintains records, but they may lack organization or completeness	• maintains appropriate records
8. Reflectiveness	• demonstrates little reflectiveness, awareness of strengths or areas requiring improvement, or openness to suggestions	• is somewhat reflective, often aware of strengths or areas requiring improvement, and becoming open to suggestions	• is reflective, consistently aware of strengths or areas requiring improvement, and open to suggestions
9. Response to advice	• does not act on advice to improve practice	• sometimes acts on advice to improve practice	• acts on advice to improve practice
10. Contribution to the school community	• has not involved him/herself in school projects	• participates in school projects when asked	• volunteers to participate in & contributes to school projects
PLANNING			
	<i>Not yet meeting expectations</i>	<i>Minimally meeting expectations</i>	<i>Meeting expectations</i>
1. Unit/lesson design – selection of goals, objectives	• selects illogical goals and objectives and/or does not link appropriately to IRP outcomes	• selects goals and objectives, but some may not be appropriately linked to IRP outcomes	• selects appropriate goals and objectives linked to IRP outcomes
2. Unit/lesson design – links to goals and objectives	• units/lessons are not linked to goals and objectives	• units/lessons are somewhat linked to goals and objectives	• units/lessons support goals and objectives
3. Unit/lesson design – organization	• unit/lesson plans are disorganized	• unit/lesson plans are not always logically organized	• unit/lesson plans are logically organized

4. Unit/lesson design – engagement of learning	• units/lessons do not engage students in meaningful learning	• units/lessons generally support student learning but are not engaging	• units/lessons engage students in meaningful learning
5. Unit/lesson design – addressing individual differences	• does not address individual differences	• addresses individual differences some of the time	• addresses individual differences
6. Unit/lesson design – individual/group work	• does not allow for a mix of individual and group work	• allows for individual or group work (but not a variety of each)	• allows for individual and group work
7. Use of resources	• selects or uses resources inappropriately	• is beginning to select and use resources appropriately	• selects and uses resources appropriately
8. Assessment, evaluation & reporting strategies	• does not use appropriate assessment, evaluation and reporting strategies	• is beginning to use assessment, evaluation and reporting strategies	• uses appropriate assessment, evaluation and reporting strategies
9. Subject content understanding	• demonstrates little understanding of subject content	• demonstrates limited understanding of subject content	• demonstrates understanding of subject content
10. Pedagogical understanding	• demonstrates little understanding of current pedagogy	• demonstrates limited understanding of current pedagogy	• demonstrates understanding of current pedagogy
11. Unit/lesson plan preparation	• does not prepare unit/lesson plans in advance	• sometimes prepares unit/lesson plans at the last minute	• consistently prepares unit/lesson plans in advance
IMPLEMENTATION			
	<i>Not yet meeting expectations</i>	<i>Minimally meeting expectations</i>	<i>Meeting expectations</i>
1. Written and oral language	• models language that is inappropriate or incomprehensible	• models language that is generally appropriate	• models language that is clear, correct and appropriate
2. Volume, inflection, tone of voice	• demonstrates weak voice qualities that impede comprehensibility	• does not always use voice qualities appropriately; this sometimes impedes comprehensibility	• uses voice qualities appropriately and effectively
3. Questioning techniques	• questioning techniques lack effectiveness or quality	• repertoire of questioning techniques is limited	• questioning techniques are appropriate and varied
4. Directions	• directions lack clarity and/or create confusion	• directions are clarified after initial student confusion	• directions are clearly stated and understood by students
5. Examples	• rarely provides examples to support learning	• provides some examples, but they are not always effective	• provides clear examples that support learning

6. Introductions	• does not provide motivating introductions	• provides introductions, but they are often not motivating	• provides motivating introductions
7. Links to students' experiences	• rarely makes links to students' past experiences	• makes occasional links to students' past experiences	• makes links to students' past experiences
8. Meaningful learning	• rarely engages students in meaningful learning	• facilitates student learning, but it may not always be meaningful	• engages students in meaningful learning
9. Pacing of lessons	• pacing of lessons does not correspond to the needs to the learners	• pacing of lessons is inconsistent and not always attuned to the needs of the learners	• pacing of lessons is adjusted to the needs of the learners
10. Responding to students	• provides some feedback, but it is often inappropriate or lacking in quality	• is developing the ability to respond with appropriate feedback	• responds appropriately to students (quality feedback)
11. Lesson conclusions	• rarely ends lessons with a suitable conclusion	• ends some lessons with a suitable conclusion; some without	• draws lessons to a suitable conclusion
CLASSROOM MANAGEMENT/ENVIRONMENT			
	<i>Not yet meeting expectations</i>	<i>Minimally meeting expectations</i>	<i>Meeting expectations</i>
1. Physical environment	• physical environment isn't well organized for learning	• physical environment is somewhat organized for learning	• physical environment is organized for learning
2. Relationships	• has not developed respectful relationships in the class	• is developing respectful relationships in the classroom	• encourages respectful relationships in the classroom
3. Non-verbal communication	• shows very little use of gestures, proximity, wait-time or eye contact	• uses gestures, proximity, wait-time and eye contact inconsistently	• uses suitable gestures, proximity, wait-time and eye contact
4. Rapport	• demonstrates very little rapport with students	• is beginning to develop a positive rapport with students	• develops a positive, supportive rapport with students
5. Classroom procedures	• demonstrates a lack of classroom procedures	• inconsistent use of, or unclear, classroom procedures	• establishes appropriate classroom procedures
6. Rules and expectations	• demonstrates a lack of rules and expectations	• inconsistently reinforces, or has unclear, rules and expectations	• consistently reinforces of rules and expectations
7. Transitions	• is rarely able to ensure smooth transitions	• is developing the ability to transition smoothly	• ensures smooth transitions