EDU 268 - COOPERATING TEACHER’S ASSESSMENT OF STUDENT PERFORMANCE

Cooperating Teacher: This student is in his/her FIRST CLASSROOM EXPERIENCE in preparation for a possible teaching career. For each category, please circle the number corresponding to the rubric that best fits your assessment of this beginning student’s performance in EDU 268. For each category, please provide a rationale and/or evidence supporting this rating. Use reverse side if necessary.

A. Interpersonal Communication
5 = Effectively and appropriately communicates with both faculty and students; initiates interactions; establishes rapport with students and faculty and is well liked by them; enhances teaching effectiveness with communication skills.
4 = Usually displays effective communication with faculty and students and is liked by both groups.
3 = Strives to learn/refine communication with students and faculty, gaining skill and confidence over the month.
2 = Communications with faculty and students often lack tact or pragmatic considerations; students have difficulty understanding intent of the communication; occasionally, relationship with student or faculty interpreted as inappropriate.
1 = Lack of communication skills work against effectiveness; students and faculty misunderstand and/or are offended by the communication; inappropriate relationship with students.

Rationale and/or Evidence:

B. Work Habits
5 = Exceptionally prompt, dependable, and conscientious in all activities; exemplary and consistent in completing responsibilities and meeting deadlines.
4 = Almost always arrives on time, responds promptly to assigned tasks, and follows through to completion.
3 = Has improved and can usually be counted on to arrive on time, respond promptly to assigned tasks, and to follow through to
2 = Work is sometimes late or incomplete; needs reminders and prompting to complete tasks.
1 = Lateness is a problem; work is often not completed; does not follow through on assigned tasks.

Rationale and/or Evidence: