Student Teaching Rubric Part 2 (Family and Consumer Science Education Rubric)

by IUP Admin2

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	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
1. Selects, justifies, and implements objectives, content and strategies into a sequential and integrated pattern to meet the needs of students.	Continually assesses the needs of all students. Systematically organizes sequential and integrated instruction to meet those needs.	Assesses the needs of students. Organizes sequential and integrated instruction to meet those needs.	Organizes sequential and integrated instruction to meet the needs of students.	Instruction is unorganized and/or does not consider the needs of students.	
2. Develops and conducts stimulating learning experiences which leads students to analyze, synthesize and think critically and creatively.	Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Occasionally provides learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.	Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.	
3. Identifies the role of Family & Consumer Sciences in contemporary society and uses his/her understanding	Systematically and consistently plans and conducts classroom experiences that reflect the core values of the profession.	Plans and conducts classroom experiences that reflect the core values of the profession	Occasionally plans classroom experiences that reflect the core values of the profession. Some planned classroom experiences are outdated.	Classroom experiences do not reflect the relevant role of Family & Consumer Sciences.	

of that role in making decisions in the educational setting.					
4. Recognizes the role of research and uses research findings in facilitating and improving the teaching/learni process.	Employs current research for both content and instructional delivery of all educational experiences in the classroom.	Employs current research for both content and instructional delivery of most educational experiences in the classroom.	Shows evidence of the use of research in planning for instruction.	Does not employ current research in either planning or conducting educational experiences in the classroom.	
5. Works with the youth group of Family, Community and Career Leaders of America (FCCLA) in planning programs of work that are an integral part of the instructional program in family and consumer sciences.	Plans curriculum that reflects the mission and purposes of FCCLA. Under the supervision of the FCCLA advisor, leads and directs student activities.	Systematically uses the FCCLA mission and purposes to plan lessons. Assists the FCCLA advisor with all student activities.	Plans instruction that reflects the mission and purposes of FCCLA. Attends FCCLA student activities.	Does not participate in FCCLA student activities. Lesson plans do not reflect FCCLA.	
6. Demonstrates ability to fulfill the professional role of the Family and Consumer Science educator as a facilitator of learning, counselor,	Works beyond the regular school day to fulfill the multi-faced role of the Family and Consumer Sciences educator. Exhibits leadership skills outside the classroom. Exemplifies the roles of the Family and Consumer Sciences professional.	Works beyond the regular school day to fulfill the multi-faced role of the Family and Consumer Sciences educator.	Exhibits leadership skills and fulfills the role of the Family and Consumer Sciences educator within the school environment.	Work is contained within the classroom.	

team member, communicator and interpreter, a liaison with the community and a member of the profession.					
7. Selects and uses a variety of appropriate teaching strategies and multi-sensory materials to promote student growth.	Varies teaching strategies within each lesson in order to add interest and meet the needs of all students. Systematically uses cooperative learning, technology, individualized instruction and other multisensory strategies when planning and delivering lessons.	Varies teaching strategies within each lesson in order to add interest and meet the needs of all students.	Occasionally but not systematically employs a variety of teaching strategies.	Does not vary teaching strategies. Over-uses lecture format.	
8. Establishes and maintains an environment that facilitates achievement of lesson objectives.	Consistently creates and maintains a learning environment that is conducive to learning. Learning environment is accepting and home-like, reflecting the purpose and mission of the Family and Consumer Sciences profession. Employs positive classroom management techniques.	Creates and maintains a learning environment that is conducive to learning. Employs positive classroom management techniques.	Creates and continues to attempt to maintain a positive learning environment. Struggles at times with classroom management.	Classroom environment is not conducive to learning.	
9. Plans for and uses student and teacher evaluation strategies as an integral part of the teaching/learni process.	Systematically designs and uses multiple evaluation strategies that are aligned with the learning objectives. Employs evaluation results to improve student performance.	Uses several evaluation strategies that are aligned with the learning objectives. Employs evaluation results to improve student performance.	Uses evaluation strategies that are aligned with learning objectives. Makes an effort to use evaluation results to facilitate student improvement.	Uses limited number of evaluation strategies. Strategies are not aligned with learning objectives.	

10. Addresses the Pennsylvania Academic Standards for Family and Consumer Sciences in both lesson planning and curriculum development.	Uses the state standards, as the basis for design of unit/lesson plans and instruction.	Create unit/lesson plan objectives that address the state standards. Designs standards-based activities and adapts instructional materials and activities to address specific state standards.	Creates unit/lesson plan objectives that address specific state standards. Tends to adapt instructional materials and activities to address specific standards instead of designing new materials and activities.	Does not use the state standards in planning and instruction.	

Standards

No standards added.

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