

EDA Evaluation Rubric

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
1. Demonstrates Effective Oral Communication Skills	<ul style="list-style-type: none"> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major errors</i> in language, grammar, and word choice Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors Strives to vary oral communication as evidenced of some students demonstrating a lack of participation Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment Varies oral communication as evidenced by encouraging participatory behaviors Communicates at an age appropriate level as evidenced by explaining content specific vocabulary
2. Demonstrates Effective Written Communication Skills	<ul style="list-style-type: none"> Communicates in tones that are harsh or negative as evidenced by fostering negative responses Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses Demonstrates common errors in spelling and grammar 	<ul style="list-style-type: none"> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses Demonstrates precise spelling and grammar

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<p>3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)</p>	<ul style="list-style-type: none"> • Does not respond to <i>communications</i> and does not submit all assignments • Fails to exhibit punctuality and/or attendance • Crosses <i>major</i> boundaries of ethical standards of practice • Divulges inappropriate <i>personal life</i> issues at the classroom/workplace as evidenced by uncomfortable responses from others • Functions as a group member with no participation 	<ul style="list-style-type: none"> • Delayed response to <i>communications</i> and late submission of assignments • Not consistently punctual and/or has absences • Crosses <i>minor</i> boundaries of ethical standards of practice • Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum • Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> • Responds promptly to <i>communications</i> and submits all assignments • Consistently exhibits punctuality and attendance • Maintains professional boundaries of ethical standards of practice • Keeps <i>inappropriate</i> personal life issues out of classroom/workplace • Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

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4. Demonstrates a positive and enthusiastic attitude Marzano: 29	<ul style="list-style-type: none"> Often complains when encountering problems and rarely offers solutions Resists change and appears offended when suggestions are made to try new ideas/activities Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> Seeks solutions to problems with prompting May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> Actively seeks solutions to problems without prompting or complaining Tries new ideas/activities that are suggested Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	<ul style="list-style-type: none"> Rejects constructive feedback as evidenced by no implementation of feedback Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve Comes to class unplanned and without needed materials Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement Comes to class with some plans and most needed materials Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> Accepts constructive feedback as evidenced by implementation of feedback as needed Learns and adjusts from experience and reflection as evidenced by improvements in performance Comes to class planned and with all needed materials Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

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6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	<ul style="list-style-type: none"> • Demonstrates inequitable embracement of all <i>diversities</i> • Is challenged to create a safe <i>classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> • Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> • Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> • Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> • Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors
	Standards USA- InTASC Model Core Teaching Standards (2015) Standard: Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Critical Disposition: 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	<ul style="list-style-type: none"> • Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus • Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others • Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> • Demonstrates some flexibility • Maintains a respectful tone in most circumstances but is not consistent • Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> • Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus • Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others • Proactively shares teaching strategies as evidenced by productive collaboration
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8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	<ul style="list-style-type: none"> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> Recognizes own weaknesses as evidenced by seeking solutions before asking for support Researches and implements most effective teaching styles as evidenced by citing works submitted
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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	<ul style="list-style-type: none"> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues Demonstrates perseverance and resilience (grit) most of the time Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness
	Standards USA- InTASC Model Core Teaching Standards (2015) Standard: Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Critical Disposition: 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.		