

Observation Rubric

Revised AY 21-22, validated August 24, 2022

The purpose of this form is for Cooperating Teachers and University Supervisors to assess teacher candidates through formal and informal observations during placements. The items listed on this assessment are based on InTASC standards, the level of guidance and feedback required of Cooperating Teachers and University Supervisors, and best practices in P-12 education. Proficiency levels do not translate into A – C grades. Instead, the rubrics are designed to generate data that will reveal patterns of candidate performance at various stages of development across the learning progressions.

Please use the following scale as you assess candidates:

- *Unacceptable.* Language in this category includes questionable capacity for, and limited or no evidence of, the described item, despite having significant guidance and feedback from the cooperating teacher and university supervisor.
- *Developing.* Language in this category includes capacity for, but incomplete evidence of, the described item. The candidate performs tasks with significant guidance and feedback from the cooperating teacher and university supervisor.
- *Proficient.* Language in this category includes demonstrated evidence of the described item. The candidate performs tasks with minimal guidance and feedback from the cooperating teacher and university supervisor.
- *Exemplary.* This category includes the “proficient” description plus language indicating evidence of advanced capacity for the described item. The candidate independently performs tasks exceptionally well at the level of an experienced educator.

Instruction

	Unacceptable	Developing	Proficient	Exemplary
Established Purpose and Assessed Prior Knowledge	Delivered the lesson without establishing a purpose or assessing prior knowledge.	Attempted to establish a purpose and assess prior knowledge.	Established a clear purpose and assessed prior knowledge using logical and appropriate techniques. Created interest in what was to come by linking prior knowledge.	...and used a creative approach to motivate student engagement with the lesson and to help students link prior knowledge.
Scaffolded use of Essential Vocabulary	Used essential vocabulary and academic language without introducing them to students. Neglected to provide opportunities for students to interact with vocabulary and academic language.	Provided an overview of essential vocabulary and academic language. Provided limited opportunities for students to interact with vocabulary and academic language, and without consideration of learning differences and needs.	Introduced essential vocabulary and academic language with student-friendly definitions and examples. Provided multiple opportunities for all students to interact with vocabulary and academic language.	...and used a variety of evidence-based techniques to encourage student use of academic language and vocabulary to engage in and express complex thinking.

<p>Multiple Representations</p>	<p>Represented content one way, or the representations and explanations are not appropriate to the content.</p> <p>Made no attempt to guide learners along a learning progression.</p>	<p>Provided limited representations or explanations of the key concepts in the content standards.</p> <p>Attempted to guide learners along a learning progression.</p>	<p>Provided multiple representations and explanations of key concepts in the content standards being covered.</p> <p>Made connections to learners' experiences and integrated culturally relevant content to build on learners' background knowledge.</p> <p>Guided learners along a learning progression.</p>	<p>...and fluently modified representations and explanations in the moment, based on learners' responses.</p>
<p>Content Command</p>	<p>Explained content inaccurately and lacked clarity.</p> <p>Did not link content to relevant, real-world applications.</p> <p>Presented content from one perspective.</p>	<p>Explained content accurately, but either was too verbose or lacked examples/ elaboration.</p> <p>At times, made vague or superficial links to important content and essential applications.</p> <p>Missed opportunities to introduce a variety of perspectives.</p>	<p>Explained content accurately and clearly.</p> <p>Linked content to relevant, real-world applications.</p> <p>Encouraged learners to view content from a variety of perspectives.</p>	<p>...and fostered innovative problem-solving and original ideas using content.</p>
<p>Facilitating Students' Opportunities to Respond</p>	<p>Did not allow for student input or responses.</p> <p>Asked poorly-worded and unclear questions, or none at all.</p>	<p>Allowed minimal input/responses from students.</p> <p>Asked probing questions only at the end of the lesson; or, asked surface-level questions (yes/no, recall, identify, define, name).</p>	<p>Provided opportunities for all students to process key concepts through discussion.</p> <p>Asked probing questions throughout the lesson.</p> <p>Encouraged students to ask questions and share their thoughts/ideas.</p>	<p>...and required students to support their reasoning with evidence.</p> <p>Involved all students in the process of summarizing, applying or synthesizing the learning throughout the lesson.</p> <p>Modeled and guided students to use metacognitive skills (e.g., analyze, create, critically evaluate).</p>

<p>Use of Formative Assessment(s)</p>	<p>Ignored evidence that modifications were needed to facilitate student learning.</p> <p>Provided students with very little feedback.</p>	<p>Modified instruction at times, but otherwise overlooked need for adjustment to facilitate student learning.</p> <p>Provided feedback to students, but did not consistently check that feedback was helpful or understood.</p>	<p>Based on formative assessment, modified instruction as needed to facilitate student learning.</p> <p>Provided students with immediate and explicit feedback about their work that guided them nearer to mastering the learning objectives associated with the lesson.</p>	<p>...and created opportunities for students to analyze their work and set goals for their own learning.</p>
<p>Lesson Closure</p>	<p>Ended lesson abruptly (e.g., ran out of time).</p> <p>Transitioned to the next class or activity without closing the lesson.</p>	<p>Summarized key concepts from lesson.</p> <p>Asked students if they had questions.</p> <p>Ended the lesson by assigning additional work.</p>	<p>Involved students in summarizing key concepts from the lesson.</p> <p>Linked learning to what was previously taught.</p> <p>Previewed future learning.</p>	<p>...and led students to connect what was learned to larger ideas/concepts.</p>

Instruction comments

Use this space to provide examples and/or rationale for the scores provided in the Instruction section.

Classroom Management

	Unacceptable	Developing	Proficient	Exemplary
Creating a Culture of Respect	<p>Appeared disinterested in and/or insensitive to students' needs and interests, diverse cultures, differing perspectives, life experiences, values, and/or norms.</p> <p>Was rude, negative, and/or disrespectful towards students.</p>	<p>Demonstrated an awareness of students' needs and interests.</p> <p>Used a respectful tone and mannerisms toward students.</p> <p>Overlooked opportunities to show appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms.</p>	<p>Courteous and respectful of students' needs and interests.</p> <p>Modeled respect, promoting positive social interactions among peers.</p> <p>Encouraged classroom interactions showing appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms.</p>	<p>...and encouraged students and colleagues to express openness, respect, and support.</p> <p>Created classroom interactions showing appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms.</p>
Establishing Clear and Consistent Expectations for Learning	<p>Provided no rules or procedures leading to a chaotic and disorganized classroom.</p> <p>Did not address negative student behaviors.</p> <p>Did not apply appropriate consequences or techniques to address negative student behavior.</p> <p>Did not recognize positive student behavior.</p>	<p>Rules and/or procedures sometimes lacked clarity or were reinforced inconsistently.</p> <p>Inconsistently addressed negative student behaviors.</p> <p>Over-relied on the use of punitive or negative discipline techniques to address negative student behavior.</p> <p>Missed some opportunities to provide encouragement and feedback regarding positive student behavior.</p>	<p>Taught and/or reinforced clear rules and procedures and enforced them consistently and equitably.</p> <p>Consistently addressed negative student behaviors in a timely manner using appropriate techniques (e.g.. non-verbal cues, proximity, seating, logical consequences).</p> <p>Provided encouragement and feedback regarding positive student behavior.</p>	<p>...and skillfully managed the classroom environment so the focus remains on learning.</p>

<p>Fostering Engagement</p>	<p>Did not consider learner self-direction and ownership of learning in strategy design.</p> <p>Disregarded students' lack of engagement in the lesson.</p>	<p>Attempted to design strategies to build learner self-direction and ownership of learning.</p> <p>Addressed students who appeared disengaged, but did not modify activities/instruction.</p>	<p>Promoted student engagement through whole group, small group and/or individual activities, modifying the lesson as needed.</p> <p>Motivated students by designing strategies to build learner self-direction and ownership of learning.</p>	<p>...and created and employed novel and innovative approaches for students to engage with peers and learning.</p>
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Classroom Management comments

Use this space to provide examples and/or rationale for the scores provided in the Classroom Management section.

Additional Qualities of Teacher Effectiveness

Use of...	Description	If observed, please indicate the candidate's effectiveness.	
Directions and Transitions	Provided clear directions. Released students to the next activity after directions were given.	Effective	Ineffective
Standard English	Modeled standard English correctly and consistently throughout the lesson.	Effective	Ineffective
Tone of Voice	Used appropriate volume level, voice projection, and tone.	Effective	Ineffective
Pacing	Sequencing of lesson activities was logical and transitioned smoothly. Pacing of activities was inclusive of learning differences and needs.	Effective	Ineffective
Wait Time	Allowed appropriate wait time for students to process thoughts.	Effective	Ineffective
Technology	The technologies used were appropriate to the lesson and accessible to all learners.	Effective	Ineffective

Additional Qualities of Teacher Effectiveness Comments

Use this space to provide examples and/or rationale for the scores provided in the Additional Qualities of Teacher Effectiveness section.

Overall Comments

Use this space to provide a summary of the observation, including candidate strengths and areas of focus to improve future teaching.

Goals for future instruction

After sharing this feedback with the teacher candidate, please co-develop one or more goals for the candidate to focus on during future instructional opportunities.