

## Observation Rubric

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:

- . 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.
- . 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.
- . 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.
- . 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 be	

Multiple  
Representations

Represented content one way,  
or the representations and  
explanations are not appropriate  
to the content.

Made no attempt to guide  
learners along a learning  
progression.

Provided limited representations  
or explanations of the key  
concepts in the content  
standards.

Attempted to guide learners  
along a learning progression.

Provided multiple  
representations and  
explanations of key concepts in  
the content standards being

Use of Formative Assessment(s)	<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>
Lesson Closure	<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>	



Fostering  
Engagement

Did not consider learner self-direction and ownership of learning in strategy design.

Disregarded students' lack of engagement in the lesson.

Attempted to design strategies to build learner self-direction and ownership of learning.

Addressed students who appeared disengaged, but did not modify activities/instruction.

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