COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Observation of Teaching Rubric: LBD

Candidate's Name:_____Evaluator's Signature:_____ Date:_____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's ability to implement a lesson for the P-12 setting.
Administration of Instrument: This rubric is implemented during coursework and field placements including methods and student teaching.
Criterion for Success: Candidates should score at least developing at CARDS 2 and score at least target at CARDS 3.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	Communicates concepts, processes and knowledge; InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A CEC: ISCI3 K2 {Demonstrates knowledge of} Scope and sequences of general and special curricula; ISCI 6 S8 Use verbal, nonverbal, and written language effectively.				
	LBD: Describes concepts using language appropriate for students Presents accurate instructional content to learners Elicits explanations of key concepts from students				
Demonstrates Applied Content Knowledge	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.	
	Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E CEC: ISCI5 S20-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; ISCI5 S16 -Use strategies to facilitate maintenance and generalization of skills across learning environments.				
	LBD: Lesson began with relating topic to prior knowledge Tasks linked to student needs and life (real-world connections) Tasks used in context and generalized to other settings/skills				
	Fails to connect content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.	
	Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; PGES Domains 1A, 1E, 3A, 3C, 3D, 3E CEC: IGC5 S1-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
	LBD: Instructional strategies are demonstrated with accuracy.				

	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.	
	Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E CEC: ISCI1 K5-{Demonstrates knowledge of} Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.				
	LBD: Provides multiple opportunities for student response during instruction				
	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) and expands on these perspectives to extend students' understanding.	
	Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A CEC: IGC5 S19-Teach individuals with exceptionalities to monitor for errors in oral and written language.				
	Inconsistently identifies student misconceptions related to content.	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
	Holistic Assessment of Content Knowledge KTS 1				
	Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge.	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates current and sufficient content knowledge and the ability to apply toward developing student knowledge.	Demonstrates extensive breadth and depth of content knowledge and excels in the application toward the development of student knowledge.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	Communicates high expectations; InTASC 3, 6; PGES Domains 1F, 2A, 2B CEC: ISCI5 S5-Sequence, implement, and evaluate individualized learning objectives.				
	LBD: ◯ Generally presents tasks that are at appropriate level of difficulty for all students ◯ Provides students with opportunities to explain their thinking				
Creates and Maintains Learning Climate	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations. ◯	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations. ◯	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations. ◯	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations. ◯	
	Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C CEC: ISCI6 K2-{Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation. ISCI5 S3-Use functional assessments to develop intervention plans. ISCI2 S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued. ISCI2 S10-Use effective and varied behavior management strategies. IGC5 S9-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities. ISCI5 S17-Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem				
	LBD: ◯ Generally delivers more praise than reprimands or directives ◯ Reviews behavior expectations at the onset of the lesson (presented in a format that is accessible for ***all*** students)				
	Fails to establish a positive learning environment for students. ◯	Requires further development in creating a positive learning environment for students, with increased awareness of student behavior, and/or appropriate and respectful response. ◯	Establishes a positive learning environment for students; shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students. ◯	Incorporates relevant strategies to create a positive learning environment for students; shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students. ◯	

Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C CEC: ISC1 K12 Demonstrates knowledge of Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences; IGC1 K3-Demonstrates knowledge of Etiologies and medical aspects of conditions affecting individuals with exceptionalities; ISCI5 S6-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.				
LBD: Appropriate accommodations are made for students Content, resources, and strategies respond to cultural, linguistic, and gender differences				
Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
Fosters mutual respect between teacher and students and among students. CEC: ISCI5 S12-Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. IGC5 S29-Design, implement, and evaluate instructional programs that enhance social participation across environments. ISCI2 S13-Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.				
LBD: Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan Refrains from using sarcasm, insults, and talking about students in their presence				
Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect and collaboration between teacher and students and among students.	Promotes a view of mutual respect and collaboration between teacher and students and among students.	Clearly promotes a broad view of mutual and collaboration respect between teacher and students and among students	
Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI2 S4- Design learning environments that encourage active participation in individual and group activities				
LBD: Positioned to supervise all students in the classroom Responses to problem behavior appear to address function				
Fails to create an environment that is emotionally and/or physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation.	Provides an environment that is both emotionally and physically safe for all students.	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students.	
Holistic Assessment of Creates and Maintains Learning Climate KTS 3				
The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-	The teacher candidate attempts to creates a learning climate and set expectations for respectful interactions, academic discussions and individual and group responsibility for quality work;	The teacher candidate collaborates with learners to create a learning climate of shared expectations for respectful interactions, academic discussions and	The teacher candidate collaborates with learners and colleagues to maintain a learning climate of shared expectations for respectful interactions, rigorous	

	sufficient	support is needed to address inconsistencies and/or uneven results InTASC 3.3	individual and group responsibility for quality work. InTASC 3.3	academic discussions and individual and group responsibility for quality work.	

	Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**

	Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1] InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E CEC: ISCI 5 S19-Use strategies to support and enhance communication skills of individuals with exceptionalities. IGC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	LBD: Provides ample opportunities for interactions and discussion among teacher/student and student/student Uses scaffolding techniques (consistently providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson. Uses a variety of question types including those that promote higher-order thinking skills throughout the lesson.				
Implements and Manages Instruction	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Modify instructional practices in response to ongoing assessment data.				
	LBD: Teacher uses appropriate reinforcement schedules based on student performance Teacher adjusts instruction based on student performance Teacher differentiates through content/process/product				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A CEC: ISCI5 S10 – use instructional time effectively; IGC5 S6 – Modify pace of instruction and provide organizational cues ISCI2 S12 – design and manage daily routines				
	LBD: Lesson began on time Smooth transitions throughout the lesson Provides closure Demonstrates effective use of pacing				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	Uses space and materials effectively; PGES Domains 1D, 2C, 2E CEC: ISC5 S9 – Prepare and organize materials to implement daily lesson plans; IGC5 S7-Use appropriate adaptations and technology for all individuals with exceptionalities; ISCI2 S9-Create an environment that encourages self-advocacy and increased self-independence; IGC2 K2- {Make} adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities				
	LBD: Materials and technology ready for use Materials and environments are structured in a way that promotes student engagement				
	Ineffective use of space and materials that interferes with instructional	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently.	

	efficiently.				
	Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B CEC: IGC5 S11-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs; IGC5 S12 – Use responses and errors to guide instructional decisions and provide feedback to learners				
	LBD Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire Uses instructive feedback to allow for students to elaborate on given responses				
	Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking.	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
	InTASC 8; PGES Domain 3B Questioning and Discussion Techniques				
	Designs and implements questions that require a single correct response; are asked in rapid succession; are asked in predominately recitation style; or are dominated by a few students.	Designs and implements questions to stimulate thinking and discussion that serves different purposes attempting to engage most students.	Designs and implements questions to stimulate thinking and discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) to engage most students.	Designs and implements a variety of questions to stimulate thinking and discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) to engage all students.	
	Holistic Assessment of Implements and Manages Instruction KTS 4				
	Candidate fails to demonstrate the ability to implement instructional strategies to facilitate higher-order thinking and discussion and/or ineffectively manage time, space, and materials.	Candidate demonstrates ability to implement instructional strategies to facilitate higher-order thinking and discussion to engage most students, while managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	

					/Suggestions
	Uses pre-assessments; InTASC 6; PGES Domain 1F See Lesson Plan Standards 2.2 and 2.3				
Assesses and Communicates Learning Results	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	*Evidence collected from lesson plan*
	Uses formative assessments; InTASC 6; PGES Domains 1F, 3D *For the purpose of candidate assessment of this indicator, formative assessment will be those measures taken to monitor learning during the lesson ("*for* learning*"*). CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21- Modify instructional practices in response to ongoing assessment data. ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptionalities				
	LBD: Check for understanding of content throughout the lesson Collects data on student performance Present graphed data on student objective				
	Fails to use formative assessments to monitor student learning in order to gauge whether additional activity or explanation is needed to extend learning.	Uses formative assessments aligned to instructional objectives to determine student progress but needs support to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning.	Uses formative assessments aligned to instructional objectives to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning.	Uses a variety of formative assessments aligned to instructional objectives to monitor student learning and to gauge whether additional activity or explanation is needed to extend learning.	*Evidence collected during lesson*
	Uses summative assessments; InTASC 6; PGES Domain 1F *For the purpose of candidate assessment of this indicator, summative assessment will be those measures taken to determine the extent of understanding, in which data will be collected and analyzed for next steps in instruction ("*of* learning"). CEC: ISCI4 S2-Administer nonbiased formal and informal assessments. ISCI4 S4-Develop or modify individualized assessment strategies				
	Fails to use a summative assessment aligned to instructional objectives and/or to determine the extent of students' understanding.	Uses a summative assessment partially aligned to instructional objectives to determine the extent of understanding for individual students (techniques such as exit tickets).	Uses a summative assessment aligned to instructional objectives to determine the extent of understanding for individual students (techniques such as exit tickets).	Uses a summative assessment aligned to instructional objectives to determine the extent of understanding of each student's achievement and examines patterns to guide future instruction.	*Evidence collected during lesson*
	Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D CEC: ISCI2 S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IGC5 S12-Use responses and errors to guide instructional decisions and provide feedback to learners.				
	LBD: Adjust instruction based on student responses				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	*Evidence collected from Post-Lesson Reflection*

	Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C, CEC: ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. IGC4 S1-Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities. ISCI4 S7-Report assessment results to all stakeholders using effective communication skills.				
	Fails to communicate learning results with students in a timely manner.	Communicates learning results inconsistently to students in a timely manner.	Communicates learning results to students in a timely manner.	Communicates learning results to students in a timely manner and recommends future actions.	*Evidence collected from Post-Lesson Reflection*
	Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C CEC: IGC2 S4-Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults; ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
	LBD: Provides opportunities for students evaluate their own performance				
	Fails to provide an opportunity for students to engage in self-assessment.	Provides an opportunity for students to engage in self-assessment but does not identify the strengths or areas for growth.	Provides an opportunity for students to engage in self-assessment of learning in order to identify the strengths and areas for growth.	Provides multiple opportunities for students to engage in self-assessment of learning in order to identify the strengths and areas for growth.	*Evidence collected during lesson*
	Holistic Assessment of Assesses and Communicates Learning Results KTS 5				
	Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	