

## Observation of Teaching Rubric: Elementary, Secondary, P-12

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
Demonstrates Applied Content Knowledge	<b>Communicates concepts, processes and knowledge; InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A</b>				
	<p>FAILS TO communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.</p>	<p>Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.</p>	<p>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.</p>	<p>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.</p>	
	<b>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</b>				
	<p>FAILS TO connect content, procedures, and activities to relevant life experiences of students.</p>	<p>Connects content, procedures, and activities to relevant life experiences of students</p>	<p>Connects content, procedures, and activities to relevant life experiences of students and previously learned content.</p>	<p>Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.</p>	
	<b>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</b>				
	<p>FAILS TO use instructional strategies that contribute to student learning.</p>	<p>Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.</p>	<p>Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.</p>	<p>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.</p>	
	<b>Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E</b>				
	<p>FAILS TO provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.</p>	<p>Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.</p>	<p>Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.</p>	<p>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.</p>	

<b>Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A</b>				
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.	
<b>Holistic Assessment of Content Knowledge KTS 1</b>				
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.	

	<b>Insufficient Evidence</b>	<b>Developing</b>	<b>Target</b>	<b>Exemplary</b>	<b>Comments/Questions /Suggestions</b>
<b>Creates and Maintains Learning Climate</b>	<b>Communicates high expectations; InTASC 3, 6; PGES Domains 1F, 2A, 2B</b>				
	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.	
	<b>Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C</b>				
	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.	
	<b>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</b>				
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.		

<b>Fosters mutual respect between teacher and students and among students.</b>				
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.	
<b>Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B</b>				
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.	
<b>Holistic Assessment of Maintains Learning Climate KTS 3</b>				
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-sufficient	The teacher candidate attempts to create a learning climate and set expectations for respectful interactions, academic discussions and individual and group responsibility for quality work; support is needed to address inconsistencies and/or uneven results InTASC 3.3	The teacher candidate collaborates with learners to create a learning climate of shared expectations for respectful interactions, academic discussions and individual and group responsibility for quality work. InTASC 3.3	The teacher candidate collaborates with learners and colleagues to maintain a learning climate of shared expectations for respectful interactions, rigorous academic discussions and individual and group responsibility for quality work.	

	<b>Insufficient Evidence</b>	<b>Developing</b>	<b>Target</b>	<b>Exemplary</b>	<b>Comments/Questions /Suggestions</b>
	<b>Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UoFL Standard 11.1]</b> InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E				
<b>Implements and Manages Instruction</b>	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.	
	<b>Implements instruction based on diverse student needs and assessment data; [UoFL Standard 11.2]</b> InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E				
	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.	
	<b>Uses time effectively;</b> InTASC 5; PGES Domains 1D, 2C, 3A				
	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.	
	<b>Uses space and materials effectively;</b> PGES Domains 1D, 2C, 2E				
	Ineffective use of space and materials that interferes with instructional efficiency.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently	
	<b>Implements and manages instruction in ways that facilitate higher order thinking;</b> InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B				
	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.	
	<b>InTASC 8; PGES Domain 3A</b>				
	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.	
	<b>Holistic Assessment of Implements and Manages Instruction KTS 4</b>				
Candidate fails to demonstrate the ability to implement instructional	Candidate demonstrates ability to implement instructional strategies to facilitate higher-order thinking and	Candidate demonstrates ability to differentiate instructional strategies (based	Candidate demonstrates advanced ability to differentiate instructional		

order thinking and discussion and/or ineffectively manage time, space, and materials.	while managing time, space, and materials.	assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	student needs and assessment data) to facilitate higher-order thinking and discussion, while effectively managing time, space, and materials.	
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	<b>Insufficient Evidence</b>	<b>Developing</b>	<b>Target</b>	<b>Exemplary</b>	<b>Comments/Questions /Suggestions</b>
<b>Standard 5: Assesses and Communicates Learning Results</b>	<b>Uses pre-assessments;</b> InTASC 6; PGES Domain 1F				
	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.	<i>Evidence collected from lesson plan</i>
	<b>Uses formative assessments;</b> 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”).				
	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	<i>Evidence collected during lesson</i>
	<b>Uses summative assessments;</b> 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”).				
	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.	<i>Evidence collected during lesson</i>
	<b>Describes, analyzes, and evaluates student performance data;</b> InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D				
	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.	<i>Evidence collected from Post-lesson Reflection</i>
	<b>Communicates learning results to students and parents;</b> InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C,				
	Fails to communicate learning results with students in a timely manner.	Communicates learning results but is inconsistent.	Communicates learning results to students consistently.	Communicates learning results to students and parents consistently and recommends future actions.	<i>Evidence collected from Post-lesson Reflection</i>
<b>Allows opportunity for student self-assessment;</b> InTASC 6, 7; PGES Domains 1F, 3D, 4C					

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.	<i>Evidence collected during lesson</i>
<b>Holistic Assessment of Assesses and Communicates Learning Results KTS 5</b>				
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.	