U of L COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

CEHD Observation of Teaching Rubric: Interdisciplinary Early Childhood Education Program (IECE)

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
Creates & Maintains Learning Environment	**a. Maintains an emotionally and physically healthy and safe environment.** KTPS 3; PGES Domain 2C				
	Fails to maintain an emotionally and physically healthy and safe environment.	Requires further development in maintaining an emotionally and physically healthy and safe environment.	Incorporates some relevant strategies to maintain an emotionally and physically healthy and safe environment.	Incorporates a variety of relevant strategies to maintain an emotionally and physically healthy and safe environment.	
	b. Creates and maintains consistent routines and schedules that engage children and maximize learning. KTPS 1, 2, 3; PGES Domain 2C				
	Fails to create and maintain consistent routines and schedules that engage children and maximize learning.	Creates routines and schedules that engage children, however, they are not consistently maintained in order to maximize learning for all students.	Creates and maintains consistent routines and schedules that engage children and maximize learning for students.	Purposefully creates and maintains consistent routines and schedules that engage all children and maximize learning for all students.	
	c. Facilitates smooth transitions for children between activities. KTPS 3; PGES Domain 2C				
	Fails to facilitate smooth transitions for children between activities.	Attempts to facilitates transitions for children between activities, however, transitions are awkward an inconsistent.	Facilitates smooth transitions for children between most activities.	Consistently, facilitates smooth transitions for all children between activities.	
	d. Creates and maintains individually appropriate, activity-based learning environments. KTPS 1, 2, 3; PGES Domain 2C,D,E				
	Fails to create and maintain individually appropriate, activity-based learning environments.	Makes some effort to create individually appropriate, activity-based learning environments, but has difficulty maintaining these activities.	Creates and maintains individually appropriate, activity-based learning environments for children.	Consistently creates and maintains a variety of individually appropriate, activity-based learning environments for all children.	
	e. Adapts environments to support children with special needs and disabilities. KTPS 1, 2, 3; PGES Domain 2A, B, C, D, E				
	Fails to adapt environments to support children with special needs and disabilities.	Makes some effort to create culturally responsive environments to support all children and families, however, has difficulty maintaining.	Creates and maintains culturally responsive environments to support all children and families.	Consistently and effectively creates and maintains culturally responsive environments to support all children and families.	

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	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions/Suggestions
Creates & Maintains Learning Environment	**f. Creates and maintains culturally responsive environments to support all children and families.** KTPS 1, 2, 3, 10; PGES Domain 2A, B, C, D, E				
	Fails to create and maintain culturally responsive environments to support all children and families.	Makes some effort to create culturally responsive environments to support all children and families, however, has difficulty maintaining.	Creates and maintains culturally responsive environments to support all children and families.	Consistently and effectively creates and maintains culturally responsive environments to support all children and families.	
	g. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment. KTPS 8; PGES Domain 2E				
	Fails to create, evaluate, and select technology, materials, and media to enhance the learning environment.	Makes some effort to create, evaluate, and select technology, materials, and media to enhance the learning environment.	Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	Purposefully and effectively creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	
	h. Uses appropriate, positive guidance techniques to foster children's self-regulation. KTPS 1, 2, 3; PGES 2D				
	Fails to use appropriate, positive guidance techniques to foster children's self-regulation.	Makes some effort to use appropriate, positive guidance techniques to foster children's self-regulation, but is inconsistent.	Uses appropriate, positive guidance techniques to foster children's self-regulation.	Purposefully and effectively uses appropriate, positive guidance techniques to foster children's self-regulation.	
	i. Designs antecedent and consequent conditions to foster children's self-regulation and learning. KTPS 1, 2, 3; PGES Domain 2D				
	Fails to design antecedent and consequent conditions to foster children's self-regulation and learning.	Makes some effort to design antecedent and consequent conditions to foster children's self-regulation and learning.	Designs antecedent and consequent conditions to foster children's self-regulation and learning.	Effectively designs appropriate antecedent and consequent conditions to foster children's self-regulation and learning.	
	j. Facilitates mutual respect among peers through cooperative and independent learning activities. KTPS 1, 2, 3; PGES Domain 2A				
	Fails to facilitate mutual respect among peers through cooperative and independent learning activities.	Makes some effort to design antecedent and consequent conditions to foster children's self-regulation and learning.	Facilitates mutual respect among peers through cooperative and independent learning activities.	Purposefully and effectively facilitates mutual respect among peers through cooperative and independent learning activities.	

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Implements Instruction	**a. Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals.** KTPS 1, 4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E				
	Fails to implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals.	Makes some effort to implement instructional strategies that meet the individual needs of each child.	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Effectively and consistently engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	
	b. Implements instructional strategies that meet the individual needs of each child. KTPS 1, 2, 4, 7; PGES Domains 1B, 1C, 1E, 3E				
	Fails to implement instructional strategies that meet the individual needs of each child.	Makes some effort to implement instructional strategies that meet the individual needs of each child.	Implements instructional strategies that meet the individual needs of each child.	Effectively implements a variety of instructional strategies that meet the individual needs of each child.	
	c. Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities. KTPS 1, 2, 4, 7; PGES Domains 1B, 1C, 1E, 3E				
	Fails to engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Makes some effort to engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	Effectively and consistently engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	
	d. Provides guidance, cues, and feedback to children to foster self-management and learning. KTPS 1, 2, 3; PGES 2D				
	Fails to provide guidance, cues, and feedback to children to foster self-management and learning.	Makes some effort to provide guidance, cues, and feedback to children to foster self-management and learning but attempts are inconsistent.	Provides guidance, cues, and feedback to children to foster self-management and learning.	Purposefully and effectively provides guidance, cues, and feedback to children to foster self-management and learning.	
	e. Implements culturally responsive learning experiences to support children and their families. KTPS 9, 10; PGES Domain 4				
	Fails to implement culturally responsive learning experiences to support children and their families.	Makes some effort to implement culturally responsive learning experiences to support children and their families.	Implements culturally responsive learning experiences to support children and their families.	Intentionally implements culturally responsive learning experiences to support children and their families.	
	f. Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns. KTPS 9, 10; PGES Domain 4				
	Fails to implement and support family-centered activities that reflect each family's resources, priorities, and concerns.	Makes some effort to implement and support family-centered activities that reflect each family's resources, priorities, and concerns.	Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.	Effectively & consistently implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.	

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Implements Instruction	**g. Involves team members in instructional activities.** KTPS 9, 10; PGES Domain 4				
	Fails to involve team members in instructional activities.	Makes some effort to involve team members in instructional activities.	Involves team members in instructional activities.	Intentionally and effectively involves team members in instructional activities.	
Assesses & Communicates Learning	**a. Uses a systematic process to assess and record children's ongoing developmental progress.** KTPS 6; PGES Domains 1F, 3D				
	Fails to use a systematic process to assess and record children's ongoing developmental progress.	Makes some effort to assess and record children's ongoing developmental progress.	Uses a systematic process to assess and record children's ongoing developmental progress.	Effectively uses a systematic process to assess and record children's ongoing developmental progress.	
	b. Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards. KTPS 6; PGES Domains 1F, 3D				
	Fails to base assessment strategies on developmentally appropriate learning outcomes and align strategies with the program curriculum and appropriate standards.	Makes some effort base assessment strategies on developmentally appropriate learning outcomes and/or align strategies with the program curriculum and appropriate standards.	Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.	Effectively and consistently bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.	
	c. Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs. KTPS 6; PGES Domain 3D				
	Fails to plans and implement assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs.	Makes some effort to plan assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs, however, implementation is not effective.	Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs.	Effectively and consistently implements a variety of assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs.	
	d. Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families. KTPS 6; PGES Domain 3D				
	Fails to plan and/or implement assessment strategies that invite active involvement of appropriate partners, including team members and children's families.	Makes some effort to plan and/or implement assessment strategies that invite active involvement of appropriate partners, including team members and children's families.	Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families.	Intentionally plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families.	

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	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Assesses and Communicates Learning Results	**e. Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.** KTPS 6; PGES Domain 3D				
	Fails to accurately interpret the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.	Makes some effort to interpret the data and validity of assessments, however, the analysis is either vague or not accurate.	Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.	Accurately interprets data and validity of assessments from multiple sources and communicates results to appropriate partners, including families, in terms they easily understand.	
	f. Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction. KTPS 6; PGES Domain 3D				
	Fails to use assessment results to design appropriate learning outcomes and to plan for future related services and instruction.	Makes some effort to use assessment results to design appropriate learning outcomes and to plan for future related services and instruction.	Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction.	Effectively uses assessment results from multiple sources to design appropriate learning outcomes and to plan for future related services and instruction.	
Demonstrates Implementation of Technology	**a. Uses multiple technology applications to support child learning.** KTPS 6, 7, 8; PGES Domains 1D, 2				
	Fails to use any technology applications to support child learning.	Uses a single technology application to support child learning	Uses multiple technology applications to support child learning.	Effectively and consistently uses multiple technology applications to support child learning.	
	b. Selects appropriate technology to enhance instruction. KTPS 6, 7, 8; PGES Domains 1D, 2				
	Fails to selects appropriate technology to enhance instruction.	Attempts to select appropriate technology to enhance instruction, however, it is ineffective.	Selects appropriate technology to enhance instruction.	Selects several appropriate applications of technology to enhance instruction.	
	c. Engages children in their use of technology to meet their learning needs and interests. KTPS 6, 7, 8; PGES Domains 1D, 2;				
	Fails to engage children in their use of technology to meet their learning needs and interests.	Attempts to engage children in their use of technology to meet their learning needs and interests, however, strategies used are ineffective.	Engages children in their use of technology to meet their learning needs and interests.	Effectively and consistently engages children in their use of multiple applications of technology to meet their learning needs and interests.	
	d. Uses technology to meet special needs of children. KTPS 6, 7, 8; PGES Domains 1D, 2				
	Fails to use technology to meet special needs of children.	Attempts to use technology to meet special needs of children, however, it is ineffective.	Uses technology to meet special needs of children.	Effectively uses multiple applications of technology to meet special needs of children.	
	e. Demonstrates ethical and legal use of technology disciplines. KTPS 6, 7, 8, 9; PGES Domains 1D, 2				
	Fails to demonstrate ethical and legal use of technology disciplines.		Demonstrates ethical and legal use of technology disciplines.		