

Observation of Teaching Rubric

Teacher Candidate	Semester	Date	Subject/Grade Taught
School & District	Cooperating Teacher	University Supervisor	
NEW! Type of Observation (choose one)	Face to Face	Asynchronous NTI	Synchronous

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Educational Rights and Privacy Act (FERPA) of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 2, 3, 4, 5, 6, or 7 by the number which describes the teacher candidate as a pre-professional. **An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Supports student learning through developmentally appropriate instruction	implements instruction that exceeds or does not match a developmentally appropriate level for the students	With assistance, partial success at rating of “3”	implements grade-level appropriate instruction, but does not account for individual learners’ differences	In addition to rating “3” performance, partial success at rating of “5”	implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs	In addition to rating “5” performance, partial success at rating of “7”	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	
Accounts for differences in students’ prior knowledge	does not account for differences in students’ prior knowledge	With assistance, partial success at rating of “3”	addresses students’ prior knowledge as a class, but individual differences are not considered	In addition to rating “3” performance, partial success at rating of “5”	accounts for individual differences in students’ prior knowledge and readiness for learning	In addition to rating “5” performance, partial success at rating of “7”	accesses student readiness for learning and expands on individual students’ prior knowledge	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								*Rating

Comments:

InTASC Standard 2	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "3"	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	In addition to rating "3" performance, partial success at rating of "5"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "5" performance, partial success at rating of "7"	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	
Exhibits sensitivity and belief that all students can learn	communicates with diverse learners in an insensitive and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "3"	communicates with diverse learners in a sensitive and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	In addition to rating "3" performance, partial success at rating of "5"	exhibits respect and high expectations for each learner; communicates with diverse learners in a sensitive and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating "5" performance, partial success at rating of "7"	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a sensitive and respectful manner; consistently provides equitable opportunities to meet the needs of learners	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

Comments:

InTASC Standard 3	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Creates a safe and respectful environment for learners	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	With assistance, partial success at rating of “3”	models safety and respect to encourage a positive classroom learning community	In addition to rating “3” performance, partial success at rating of “5”	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language	In addition to rating “5” performance, partial success at rating of “7”	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	
Structures a classroom environment that promotes student engagement	needs assistance in developing a learning environment that is engaging for most students	With assistance, partial success at rating of “3”	attempts to develop a learning environment that is engaging for most students	In addition to rating “3” performance, partial success at rating of “5”	develops a learning environment that is consistently engaging for most students	In addition to rating “5” performance, partial success at rating of “7”	develops a highly engaging learning environment, taking into account student differences and learning needs	
Clearly communicates expectations for appropriate student behavior	does not communicate standards of conduct	With assistance, partial success at rating of “3”	communicates standards of conduct that may not be clear	In addition to rating “3” performance, partial success at rating of “5”	communicates clear standards of conduct	In addition to rating “5” performance, partial success at rating of “7”	communicates standards of conduct that are clear and effective	

Responds appropriately to student behavior	does not monitor student behavior	With assistance, partial success at rating of “3”	inconsistently monitors and responds to student behavior	In addition to rating “3” performance, partial success at rating of “5”	consistently monitors and responds to student behavior	In addition to rating “5” performance, partial success at rating of “7”	monitors student behavior and responds appropriately and effectively	
Guides learners in using technologies in appropriate, safe, and effective ways when applicable	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	With assistance, partial success at rating of “3”	attempts with assistance to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating “3” performance, partial success at rating of “5”	uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively	In addition to rating “5” performance, partial success at rating of “7”	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

Comments:

InTASC Standard 4	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Effectively teaches subject matter	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are incomplete or inaccurate for the content	With assistance, partial success at rating of “3”	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are occasionally incomplete or inaccurate for the content	In addition to rating “3” performance, partial success at rating of “5”	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating “5” performance, partial success at rating of “7”	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners’ understanding	
Guides mastery of content through meaningful learning experiences	applies inappropriate strategies in instructional practice to engage learners in mastery of content	With assistance, partial success at rating of “3”	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	In addition to rating “3” performance, partial success at rating of “5”	applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	In addition to rating “5” performance, partial success at rating of “7”	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	
Integrates culturally relevant content to build on learners’ background knowledge	demonstrates minimal knowledge of learners’ cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners’ cultural backgrounds	With assistance, partial success at rating of “3”	demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences	In addition to rating “3” performance, partial success at rating of “5”	designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences	In addition to rating “5” performance, partial success at rating of “7”	flexibly designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

Comments:

InTASC Standard 5	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Designs activities where students engage with subject matter from a variety of perspectives	designs activities related to subject matter but does so from a singular perspective and discipline	With assistance, partial success at rating of "3"	designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed	In addition to rating "3" performance, partial success at rating of "5"	designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections	In addition to rating "5" performance, partial success at rating of "7"	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	
Accesses content resources to build global awareness	needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	With assistance, partial success at rating of "3"	accesses some content resources, including technologies, to build student awareness of local and global issues	In addition to rating "3" performance, partial success at rating of "5"	uses content resources, including digital and interactive technologies, to build student awareness of local and global issues	In addition to rating "5" performance, partial success at rating of "7"	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	With assistance, partial success at rating of "3"	attempts to engage students in higher level thinking skills such as critical/creative thinking and collaborative problem solving and some are not connected to relevant content	In addition to rating "3" performance, partial success at rating of "5"	engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content	In addition to rating "5" performance, partial success at rating of "7"	creates an environment that encourages higher level thinking, innovative ideas and approaches are consistently connected to relevant content	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

Comments:

InTASC Standard 6	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Uses multiple methods of assessment	uses limited assessment methods and items that are not aligned with learning targets	With assistance, partial success at rating of “3”	uses multiple assessments, but not all are aligned with the learning targets	In addition to rating “3” performance, partial success at rating of “5”	uses multiple assessments that align with the learning targets	In addition to rating “5” performance, partial success at rating of “7”	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	
Provides students with meaningful feedback to guide next steps in learning	feedback provided to students is not actionable	With assistance, partial success at rating of “3”	feedback provided to learners is actionable but does not necessarily improve the quality of the work	In addition to rating “3” performance, partial success at rating of “5”	provides effective feedback to learners that aids in the improvement of the quality of their work	In addition to rating “5” performance, partial success at rating of “7”	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work	
Uses appropriate data sources to identify student learning needs	uses assessments solely to determine a grade	With assistance, partial success at rating of “3”	uses assessment data to guide planning and identify student learning needs	In addition to rating “3” performance, partial success at rating of “5”	documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs	In addition to rating “5” performance, partial success at rating of “7”	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction	
Engages students in formal or informal self-assessment strategies	learners are not engaged in understanding and identifying quality work	With assistance, partial success at rating of “3”	engages learners in understanding and identifying quality work	In addition to rating “3” performance, partial success at rating of “5”	engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment	In addition to rating “5” performance, partial success at rating of “7”	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making.								

Comments:

InTASC Standard 7	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	lesson plans are not aligned with learning goals	With assistance, partial success at rating of “3”	plans for learning experiences that are aligned with learning goals	In addition to rating “3” performance, partial success at rating of “5”	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating “5” performance, partial success at rating of “7”	plans demonstrate an understanding of prerequisite relationships between goals and standards and sequence; proactively anticipates misconceptions and prepares to address them	
Uses assessment data to inform planning for instruction	pre-assessment and/or formative assessment data are not utilized to inform planning	With assistance, partial success at rating of “3”	uses pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning	In addition to rating “3” performance, partial success at rating of “5”	uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning	In addition to rating “5” performance, partial success at rating of “7”	designs assessments that strategic to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets	
Adjusts instructional plans to meet students’ needs	plans are not adjusted to meet student learning differences or needs	With assistance, partial success at rating of “3”	uses assessment findings to modify instructional plans to meet students’ needs	In addition to rating “3” performance, partial success at rating of “5”	uses information gained from assessment findings to customize instructional plans to meet students’ needs	In addition to rating “5” performance, partial success at rating of “7”	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								*Rating

Comments:

InTASC Standard 8	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Varies instructional strategies to engage learners	utilizes only one instructional approach	With assistance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	In addition to rating "3" performance, partial success at rating of "5"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "5" performance, partial success at rating of "7"	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	
Uses technology appropriately to enhance instruction when applicable	identifies instructional strategies without involving technology	With assistance, partial success at rating of "3"	uses limited instructional strategies that involve technology	In addition to rating "3" performance, partial success at rating of "5"	uses technology effectively to enhance instruction	In addition to rating "5" performance, partial success at rating of "7"	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	
Differentiates instruction for a variety of learning needs	teaches individual or small group learning experiences without differentiating instruction	With assistance, partial success at rating of "3"	varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	In addition to rating "3" performance, partial success at rating of "5"	varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to rating "5" performance, partial success at rating of "7"	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	

Instructional practices reflect effective communication skills	makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	With assistance, partial success at rating of "3"	articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others	In addition to rating "3" performance, partial success at rating of "5"	listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction	In addition to rating "5" performance, partial success at rating of "7"	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								
Comments:								

InTASC Standard 9	Underdeveloped (1)	(2)	Emerging (3) 12.5%	(4)	Proficient (5) 10%	(6)	Distinguished (7)	Rating
<i>The teacher candidate...</i>								
Uses feedback to improve teaching effectiveness	resists feedback to improve teaching effectiveness	With assistance, partial success at rating of "3"	attempts to accept feedback to improve teaching effectiveness	In addition to rating "3" performance, partial success at rating of "5"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "5" performance, partial success at rating of "7"	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	
Uses self-reflection to improve teaching effectiveness	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	With assistance, partial success at rating of "3"	reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction	In addition to rating "3" performance, partial success at rating of "5"	reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved	In addition to rating "5" performance, partial success at rating of "7"	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	
Upholds legal responsibilities as a professional educator	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	With assistance, partial success at rating of "3"	acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	In addition to rating "3" performance, partial success at rating of "5"	acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities	In addition to rating "5" performance, partial success at rating of "7"	demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities	
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

Comments:

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34