Observation Rubric

Overview: The Observation Rubric is used by cooperating teachers and university supervisors to rate teacher candidates on 25 evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable. This Observation Rubric was developed by a Rubric Writing Team made up of interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean's Office, who regularly supervise students in Field Experience settings or serve an administrative role in Field Experience. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development.

The University Supervisor (US) and the Cooperating Teacher (CT) each complete <u>one</u> Observation Rubric for each **Early Field Experience** and <u>one</u> Observation Rubric for each **Student Teaching**. In other words, there will be two separate Observation Rubrics completed (i.e., 1 completed by the US and 1 completed by the CT) based on each separate experience; however the Observation Rubric for Early Field Experience and Observation Rubric for Student Teaching use the same format. By using the Observation Rubric across all placements, students, faculty, and cooperating teachers will be able to assess professional growth. **It is NOT expected that Cooperating Teachers and University Supervisors would observe everything on the rubric in one visit**. Rather, the Observation Rubric should be used as a **"dynamic"** document that faculty and cooperating teachers continue to **fill out each time they observe** a particular student. The results of this assessment are then shared with the students at the close of *each* observation to inform their practice and to foster a culture of continuous improvement. Students are observed at least six times each semester between the University Supervisor and Cooperating Teacher combined. This process is designed for students to work with faculty iteratively to develop skills necessary to successfully complete the program. Ultimately, this process empowers teacher candidates to make data-informed decisions related to instruction and assessment.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).[1] This release stipulates that the InTASC standards no longer apply to only "beginning" teachers, but are instead intended as "professional practice standards" (p. 6). Therefore, these standards and the associated learning progressions describe a teacher's professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs would expect to see development across experiences with students earning more "emerging" ratings in earlier phases and progressing toward "satisfactory" or "proficient" in later phases. Furthermore, these ratings are based upon expectations for teacher candidates who are still in our programs. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our teacher candidates are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the teacher candidates who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience. To reiterate,* ratings of Proficient are only awarded for exemplary performance and this rating needs to reflect all of the "Satisfactory" criteria in addition to a preponderance of the "Proficient" criteria.

Validity and Reliability: The Rubric Writing Team conducted exercises to establish validity and reliability on this instrument. They established three types of validity, content validity, face validity, and structural validity. The content and face validity was established by a panel of content experts who evaluated each item based on InTASC model for core teaching standards. Each instrument underwent multiple rounds of validation and scrutiny to establish both content and face validity. During the 2016-2017 Academic Year, the Lawshe method will be used to further establish content validity. During the 2015-2016 Academic Year, these instruments were piloted. The results of the Internal Consistency Reliability (e.g., Cronbach's alpha) analyses are as follows: the observation rubric consisted of 7-subscales and 25 items. The distribution of items among each subscale varied from one to five items per subscale. The reliability for each subscale was estimated using Cronbach's alpha internal consistency approach. "Content Delivery" subscale consisted of five items with a high degree of internal consistency, (α = .81). "Student Engagement" subscale consisted of three items (α = .77). "Supplementary Resources and Technology" sub-scale consisted of two items (α = .61). "Assessment Implementation" subscale consisted of three items (α = .77). "Classroom Environment" subscale consisted of two items (α = .64). The test overall internal consistency is very high at .96. The results of this analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric[2] and the CAEP Evidence Guide.

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[1] http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf
[2] http://caepnet.org/~/media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en

<table>
<tr><td colspan="2" align="center">
Observation Rubric
To be completed over the course of several observations
NOTE: Candidates should exhibit all described behaviors associated with a rating before that rating is given.
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Subject(s):	Term:	Grade Level(s):

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Lesson Introduction:	*The candidate…*				
Established Purpose and Assessed Prior Knowledge. Standards Covered: InTASC:2a, b, c, f, g, l; CEC 1: ISCI 1 K11; IGC1 K11, K12 and IIC1 K10; AMLE 1a, b; DHH1 K1, K7. ☐**N/A**	delivered the lesson **without** establishing a purpose or creating interest.	**attempted** to establish a purpose and create interest with poor results.	established a **clear** purpose and created interest in what was to come by **linking to prior knowledge**.	*and…* **assessed prior knowledge.**	

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	
Classroom Management	*The candidate…*				
Class Environment. Standards Covered: InTASC: 3c, n, o, q; CEC 2: ISCI2 S1, S5, S10; IGC2 S6; AMLE 5c, d ☐**N/A**	created a classroom environment **primarily to control** student behavior. provided **no expectations** for student work and behavior.	created a classroom environment which is **teacher- directed.** reviewed behavioral **or** academic expectations established previously by the cooperating teacher.	**shared responsibility with students** for maintaining a respectful classroom environment. articulated explicit behavioral **and** academic expectations for a safe, positive learning environment.	*and…* **encouraged students and colleagues** to express expectations for openness, respect, and support. communicated high expectations by **expressing confidence** in students' abilities.	

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Relationships. Standards Covered: InTASC: 3a, f, i, l, p, r; CEC 2: ISCI2 S7, S13, S14; IGC2 S4, S5; and IIC2 S4, S5; AMLE 5b, c, d ☐N/A	appeared to have **little to no positive relationships** with students. appeared **disinterested in and/or insensitive** to students' needs and interests. was **rude, negative, and/or disrespectfu**l toward students.	appeared to have a **formal relationship** with students. **seldom** appeared to take students' needs and interests into account. used a **respectful tone and mannerisms** toward students.	appeared to have **rapport with and respect** *for* the students. was **courteous and respectful** of students' needs and interests. modeled respect, **promoting positive peer relationships.**	***and…*** appeared to **foster respectful relationships** among all members of the learning community. **practiced active listening** and encouraged students to independently resolve issues. created classroom interactions **showing appreciation and respect for** diverse cultures, differing perspectives, life experiences, values, and norms.	
Rules and Procedures. Standards Covered: InTASC:3a, c, e, f, l, r; CEC 2: ISCI2 K2, S5, S10, S11, S12, S13; AMLE 5b, c, d ☐N/A	provided **no rules or routines** so the classroom was chaotic and disorganized. **permitted** distractions and misbehaviors to continue. expected or **waited for other adults** to assist with handling discipline problems.	provided **unclear** rules and/or routines or enforced them **inconsistently.** responded **inconsistently** to distractions and misbehaviors. **over-relied** on the use of punitive or negative discipline techniques.	provided **clear** rules and routines and enforced them **consistently.** used a **variety of non-punitive strategies** to address student behavior in a timely manner (nonverbal cues, proximity, seating, etc.). **logically applied appropriate consequences** for student behavior.	***and…*** worked with students to **establish rules/routines** when appropriate. demonstrated an understanding of how **background and culture** influences behavior. offered **specific positive feedback, correction, and encouragement** throughout lesson.	
Directions and Transitions. Standards Covered: InTASC 1b; CEC 5: ISCI 5 S18; IGC5 S1, S11; IIC5 S1, S5; AMLE 4b; DHH5 S7 ☐N/A	**did not provide any** directions.	provided **unclear directions.** released students to the next activity **before directions were given.**	provided **clear specific directions**. released students to the next activity **after directions were given.**	***and…*** **provided directions in multiple formats** (oral, written, etc.). **checked in with students** to ensure that directions were understood.	
With-it-ness. Standards Covered: InTASC: 3d, e, j, k; CEC 2: ISCI2 K3, K4, S4, S5, S11; AMLE 4d; DHH2 S1	**appeared unaware** of students' behaviors and problems. was **unprepared** with materials and	**was aware of and addressed** students' misbehaviors and problems **inconsistently.**	**monitored** the class for misbehavior/problems and **addressed** them quickly and positively.	***and…*** demonstrated **With-it-ness** to address problems. actively **involved students** in managing the learning	

☐**N/A**	appeared **disorganized** throughout the lesson.	was **underprepared.**	organized time **and** materials effectively.	environment and making full use of instructional time.	

	UNSATISFACTORY	**EMERGING**	**SATISFACTORY**	**PROFICIENT**	
Lesson Closure					
Lesson Closure. Standards Covered: InTASC: 5a; CEC 5: ISCI5 S10; IGC5 S14; AMLE 4b, c; DHH5 S10 ☐**N/A**	**ended lesson abruptly** (ran out of time). **transitioned** to the next class or activity.	**reviewed big ideas/concepts** in lesson. **asked students if they had questions.** **assigned homework.**	**involved students in summarizing** key concepts/ideas in the lesson. **linked learning** to what was previously taught. **previewed** future learning.	*and…* **connected what was learned to larger ideas/concepts.**	
Explicit Vocabulary Instruction					
Scaffolded Use of Essential Vocabulary. Standards Covered: InTASC: 4c, h, j, I; CEC 3: ISCI 3 K1, K2, SI; AMLE 2a, b, c; DHH3 S2 ☐**N/A**	provided **no** introduction to vocabulary.	**introduced** essential vocabulary.	introduced essential vocabulary and academic language **with student-friendly definitions.** provided **an opportunity** for students to interact with vocabulary and language.	*and…* provided **multiple opportunities** to practice essential vocabulary and academic language **scaffolded** student use of academic language and vocabulary to engage in and express complex thinking.	
Content Delivery					
Diverse Students' Needs. Standards Covered: InTASC: 2a, g, h; CEC 1: ISCI 1 K3, K6, K7, K11, K14; IGC1 K8, K9, K10, S1; and IIC1 K7, K8, K9, and IIC3S1; AMLE 2c; DHH1 K2, K4 ☐**N/A**	ignored specific learner needs in the presentation of content.	presented main ideas and concepts to **meet the needs of one group** (teaching to the middle).	clearly and effectively presented main ideas and concepts using strategies to **meet diverse students' needs**.	*and…* used a variety of strategies to make concepts clear and engage students in content by **connecting it to interests, background knowledge, and real world application.**	
Multiple Representations. Standards Covered: InTASC: 4a, b, i; CEC 5: ISCI5 K2, S6, S15; AMLE 2c; DHH5 K1	**represented content one way**, or the representations and explanations are **not appropriate** to the content.	provided **limited representations or explanations** of the key concepts in the content standards.	provided **multiple representations and explanations** of key concepts in the content standards being covered.	*and…* used representations and explanations reflective of learners' **cultures, linguistic backgrounds, interests, prior**	

			guided learners along a learning progression, and **encouraged learners to understand, questions, and/or analyze** ideas.	**knowledge, and skill levels**.	
Content Command. Standards Covered: InTASC: 5a, b; CEC 3: ISCI 3 K1, K2, S1; AMLE 4b; DHH5 K1 ☐**N/A**	explained content **inaccurately.** made **no** attempt to link to important content or essential skills.	explained content accurately, but either was **too verbose or lacked examples/ elaboration.** made **vague or superficial** links to important content and essential skills.	explained content **accurately** and clearly. made **clear** links to important content and essential skills.	*and…* demonstrated a **deep and flexible command of content area** knowledge. provided content information **beyond the SOL** to enhance and extend student knowledge. extended students' understanding of the content by **going beyond SOL**.	
Instructor Role. Standards Covered: InTASC: 8d, h; CEC 7: ISCI 7 S8; IGC7 K4, S2, IIC7 S2; AMLE 4b ☐**N/A**	assumed **only one instructional role** when **other approaches would have enhanced** content delivery.	assumed **more than one** instructional role, but chose roles that were **not always appropriate** to the content or purposes of instruction.	**varied her/his role** in the instructional process, acting as instructor, facilitator, coach, and/or learner **in response to the content and purposes of instruction.**	*and…* served as an **advocate for learning** by consciously selecting or changing instructional roles to best meet the particular needs of individual and groups of learners.	
Questioning Strategies:	*The candidate…*				
Delivery Process. Standards Covered: InTASC: 8f, h, i; CEC 5: ISCI 5 S14, S16; IGC5 S3, S10, S11, S13, S14, S15, S16, S17, S18, S19, S20; IIC5 S3, S4, S5, S7, S8; AMLE 3b; DHH5 S5 ☐**N/A**	did **all of the talking** and asked no questions.	**allowed minimal input/ responses** from students. asked **surface-level questions** (yes/no, recall, identify, define, name).	provided opportunities for students to explore concepts/big ideas through **discussion.** asked **probing questions** at the end of the lesson. **encouraged students** to ask questions.	*and…* required students to **support their reasoning with evidence.** involved all students in the process of **summarizing, applying or synthesizing the learning throughout the lesson.** **modeled and guided** students to use metacognitive skills (e.g., analyze, create, critically evaluate).	

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Supplementary Resources and Technology:	*The candidate…*				
Instructional Resources. Standards Covered: InTASC: 4g; CEC 5: ISCI 5 S6, S15; IGC5 S24, S25, S26; IIC5 S11, S12, S13, S17; AMLE 4b; DHH5 S5 ☐**N/A**	provided **inappropriate** instructional resources.	provided and used instructional resources that were **sometimes inappropriate.**	provided and used **appropriate** instructional resources.	*and…* used instructional resources in a way that **made learning more accessible for all types of learners.**	
Technology Use. Standards Covered: InTASC: 8g, j, n, o, r; CEC 5: ISCI5 S7; IGC5 S7, S25, IIC5 S2, S12; AMLE 4b; DHH5 S5 ☐**N/A**	**used no technology** for instruction when it would have been appropriate.	used technology for instruction (**only candidate usage**). used technology that **did not enhance** and/or distracted from the lesson objectives.	provided opportunities for **students to use** and interact with the technology. used technology that **facilitated student learning.**	*and…* used technology to engage students in **higher order thinking skills** (e.g., create, design, evaluate).	

Assessment Implementation	*The candidate…*				
Assessment Quality. Standards Covered: InTASC: 6a, c, e, g, h; CEC 4: ISCI4 K4, S2, S5, S9; IGC4 S2, S3, S4; IIC4 S2, S3, S4, S7; AMLE 4c; DHH4 S1, S2, S3 ☐**N/A**	taught the lesson **without providing opportunity** for students to express what they knew or are able to do. assessed **ALL** students **identically**, with no evidence of considering developmental needs, cultural, linguistic, social exceptionality, and/or background knowledge of students.	taught the lesson with **inconsistent** or **infrequent** opportunities to express what they knew **or** only **at the end of the lesson.** used only **one type** (either formative or summative) of assessment. used varying forms of assessments to accommodate *some* special needs of learners.	provided **consistent formal and informal** opportunities for students to demonstrate understanding. used **both formative and summative** forms of assessment **modified classroom assessments and testing conditions** to accommodate learning differences (e.g., disabilities, gifts and talents).	*and…* utilized **multiple assessment** methods/modes to **scaffold** individual learner development and to offer appropriate levels of challenge to individual learners. used assessment tools and methods that encouraged students to apply **critical thinking and problem solving skills.** ensured that **each individual learner** had a variety of opportunities to	

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				demonstrate his or her learning.	
Use of Assessment Results. Standards Covered: InTASC: 4e; CEC 5: ISCI5 S21; IGC5 S2, S6, S11, S12, S23, S26; IIC5 S3, S5, S13; AMLE 4b, d ☐**N/A**	**ignored evidence** that adjustments needed to be made to the lesson to facilitate student learning	responded to formative assessment **at times**, but at other times overlooked need for adjustment to facilitate student learning	modified instruction as needed to facilitate student learning **throughout** the lesson based on formative assessment data	*and….* adjusted instruction to **individual students' needs** (e.g., noticed Hans was unclear so paired with Mai to clarify).	
Assessment *for* Learning. Standards Covered: InTASC: 6a,b,d,f,j,k,r,t; CEC 5: ISCI5 S14, S17; IGC5 S12, S19; IIC5 S6, S7; AMLE 4c, d; DHH5 S1, S3, S4, S9 ☐**N/A**	provided **very little** feedback. used primarily assessments that did not require interaction from or amongst students during the lesson (e.g. homework assignment, upcoming summative test).	provided feedback to students but **did not check that feedback was helpful** or understood, or the feedback provided may have been unclear. engaged students by **encouraging them to ask questions occasionally.**	provided students with **immediate and explicit** feedback about their work that guided them nearer to mastering the learning objectives associated with the lesson. engaged students **through dialogue frequently**. engaged students by **examining examples of quality work** that corresponded with assessments associated with this lesson.	*and….* **engaged students in self and peer assessment** in order to learn in a manner that developed students' metacognitive skills, guiding them to identify specific aspects of the performance that were effective as well as areas for improvement.	

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Communication:	*The candidate…*				
Standard English. Standards Covered: InTASC: 2e; CEC 6: ISCI 6 S6, S8, K10, K12; AMLE 4d ☐**N/A**	modeled standard English **incorrectly** throughout the lesson.	modeled standard English **incorrectly** in parts of the lesson (i.e., occasional errors in speaking and/or writing).	modeled standard English correctly and **consistently** throughout the lesson.	*and…* communicated ideas very well **both orally and in writing.** communicated ideas with **consideration or accommodation for any English Language Learners present.**	
Sign Language (ASL or Signed English – Total Communication) Standards Covered: DHH5 S7	modeled sign communication **incorrectly** throughout the lesson.	signed **inconsistently** throughout the lesson resulting in an inaccurate message for the student(s).	modeled signed communication **correctly and consistently** throughout the lesson.	*and…* communicated ideas **fluently, clearly, and accurately.**	

☐N/A	*and…* used signs but not ASL or English structure.		*and…* **used grammatically correct language structure** (ASL or Signed English).	**altered sign registry** to meet the needs of all students present.	
Tone of Voice ☐N/A	used a voice level that was **too soft/loud** or tone of voice that was **too harsh/gentle.**	**inconsistently** used appropriate voice levels and/or tone.	**consistently** used appropriate voice levels and tone.	*and…* **varied voice levels, as needed**, to cater communication to specific learners and situations.	
Pacing. Standards Covered: InTASC: 2b; CEC 5: ISCI 5 S5, S9, S10, S17, S18; IGC5 S6; AMLE 4d; DHH5 S10 ☐N/A	was **unaware of time.** **did not finish** the lesson.	was **aware of time.** facilitated instruction at a rate that was **too fast/slow.**	facilitated instruction at an **appropriate rate.** completed **lesson on time.**	*and…* **sequence of lesson activities was logical** and flowed from one to the other. **students were aware of the amount of time** they had to complete an activity and were informed of what was happening next. **pacing of activities was appropriate** to the developmental and ability levels of students.	

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Student Involvement	*The candidate…*				

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Student Involvement. Standards Covered: InTASC: 3d, i, j, p; CEC 2: ISCI2 S4; AMLE 4d; DHH2 S1, S2, S5 ☐N/A	**ignored** students who were not completing their work.	had to **redirect students frequently** to complete their work.	**monitored** students' work and **acknowledged** them for taking responsibility for completion.	*and…* **provided options and resources** to engage individual students in the lesson.	

	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
Student Engagement	*The candidate…*				
Individual and Group Facilitation. Standards Covered: InTASC: 8c, e, q; CEC 2: ISCI 2 K5, S1,	**did not facilitate** individual (guided practice) or group	**ineffectively facilitated** individual **or** group learning opportunities (e.g.,	**effectively facilitated** individual **and** group learning opportunities. (e.g. students were engaged and	*and…* provided multiple opportunities for	

S4, S9, S13; IGC 2 K1, K3, S4; and IIC2 K1, K3, S4; AMLE 3b; DHH5 S10 ☐**N/A**	learning opportunities, when appropriate.	activities were disorganized; not enough scaffolding provided).	had opportunities to practice concepts on their own and/or in groups).	**student-to-student interactions.** **assigned student roles** and responsibilities for group work. **interacted with students** during group tasks.	
Fostered Engagement. Standards Covered: InTASC: 3d, i, j, p; CEC 2: ISCI 2 K3, S2, S4; IGC2 S2, IIC2 S2 S7, S8; AMLE 2b, c; DHH2 S1, S3, S5 ☐**N/A**	disregarded students' **lack of engagement** in the lesson.	**addressed students who appeared disengaged,** but did not adjust activities/ instruction.	**promoted student engagement** through whole group, small group and/or individual activities, adjusting the lesson as needed.	*and…* **provided options and resources** to engage individual students in the lesson**.**	
Questions and Wait Time. Standards Covered: InTASC: 8f; CEC 5: ISCI5 S10; IGC5 K3; AMLE 2c; DHH5 S10 ☐**N/A**	called on **few to no** individuals.	called **only** on individuals who drew attention to themselves (e.g. raising hands, calling out) and **did not use appropriate wait time**.	called on a **variety of individuals** and **often allowed wait time** for students to process thoughts.	*and…* **balanced instructional time** spent on questioning and discussion with other lesson activities (e.g. knew when to transition from student to student as well as into other planned activities). **strategically used wait time** when calling on individuals.	

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