



**Formative Observation Rubric – PK/K Settings**

Teacher Candidate:	Date:
Evaluator:	Evaluator’s Position:
School/District:	Grade Level:
Subject:	Duration:

<b>CONTENT KNOWLEDGE (Theme One)</b>			
<b><i>I. Knowledge of the disciplines being taught and the ability to organize, integrate and convey knowledge so that it is comprehensible to all students</i></b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Content &amp; Pedagogical Content Knowledge</b>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently and effectively addresses students’ misunderstandings when teaching foundational content/skills to guide all learners to accurate performance</li> </ul>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently addresses students’ common misunderstandings when teaching foundational content/skills</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies major concepts and/or principles of content matter to lessons being taught</li> <li>Ignores students’ misunderstanding of foundational content/skills</li> </ul>
<b>Academic Language</b>	<ul style="list-style-type: none"> <li>Consistently models and uses the academic language of the discipline while guiding students’ acquisition of academic language</li> </ul>	<ul style="list-style-type: none"> <li>Models and uses the academic language of the discipline to make learning accessible for students</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently models and/or uses the academic language of the discipline</li> </ul>
<b>Interdisciplinary Content</b>	<ul style="list-style-type: none"> <li>Plans and implements content that includes interdisciplinary connections in authentic/natural settings</li> </ul>	<ul style="list-style-type: none"> <li>Plans include integration of content across multiple disciplines in authentic/natural settings</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no opportunities planned for students to engage in learning across content areas and/or in authentic/natural settings</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of all students, including high achievers and students identified with disabilities or those at risk</li> </ul>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified with disabilities or those at risk</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently differentiates instruction to support the learning needs of all students</li> </ul>

Comments:

<b>TEACHING AND LEARNING (Theme Two)</b>			
<b><i>II. Knowledge of human development, motivation and learning as well as, the individual and contextual factors that guides one’s ability to develop instruction that is appropriate for all students</i></b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Knowledge of Development</b>	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, physical, communicative, social, and emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Consistently applies knowledge of intellectual, physical, communicative, and social and/or emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies knowledge of intellectual, physical, communicative, social, and/or emotional characteristics of age group</li> </ul>
<b>Knowledge of Students</b>	<ul style="list-style-type: none"> <li>Consistently uses knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction appropriate yet challenging for most students</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction appropriate for most students</li> </ul>	<ul style="list-style-type: none"> <li>Limited use or knowledge of what students bring to the learning situation (current level of functioning, interests, cultural and experiential background, and/or varied approaches to learning, etc.)</li> </ul>

Comments:

<b>III. Knowledge of classroom organization, management and curriculum and the ability to develop instruction that is appropriate for all students.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Environment of Respect and Rapport</b>	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with and between students</li> </ul>	<ul style="list-style-type: none"> <li>Establishes an environment of mutual respect and rapport with students</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to establish an environment of respect and/or build rapport with students</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Supports to promote appropriate behaviors among the whole class are evident</li> <li>Additional levels of support are utilized for individual students who require more assistance</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Supports to promote appropriate behaviors among the whole class are evident</li> <li>Misbehavior is redirected effectively</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are inconsistently maintained</li> <li>Supports to promote appropriate behaviors are missing or inadequate</li> </ul>
<b>Managing Classroom Procedures</b>	<ul style="list-style-type: none"> <li>Classroom routines and procedures occur efficiently with limited teacher prompting to support effective management of materials, transition, instructional time</li> <li>A few students are able to work independently</li> </ul>	<ul style="list-style-type: none"> <li>Classroom routines and procedures are teacher-directed using prompts to support effective management of materials, transitions, instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Some instructional time is lost due to inconsistent routines, handling of materials, transitions</li> </ul>
<b>Curricular Guidelines</b>	<ul style="list-style-type: none"> <li>Consistently makes use of facility, district, state, and national curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of facility, district, and/or state curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of facility, district, and/or state curricular guidelines</li> </ul>

Comments:

<b>IV. Knowledge of instructional strategies and materials, including technology, that encourage students' problem-solving and critical thinking and the ability to select and implement instructional strategies that account for and adapt to all contexts, learners and content.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Communication with Students</b>	<ul style="list-style-type: none"> <li>Students can explain what they are learning</li> <li>ST explains content clearly and imaginatively</li> <li>ST points out possible areas of misunderstanding</li> <li>ST invites students to explain content to others</li> </ul>	<ul style="list-style-type: none"> <li>ST clearly states learning objective at some point in the lesson</li> <li>ST's content explanation is clear and invites participation</li> <li>Students engage in tasks; they know what to do</li> </ul>	<ul style="list-style-type: none"> <li>Directions and procedures must be clarified after initial confusion</li> <li>ST's explanation is somewhat hard to follow, and does not invite students to participate</li> <li>Students are unsure of what they need to do</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>Pacing provides ample time for high-level engagement</li> </ul>	<ul style="list-style-type: none"> <li>Pacing provides ample time for most students to be engaged</li> </ul>	<ul style="list-style-type: none"> <li>Pacing is either too fast or too slow</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies that meets the needs of individual students as well as the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies that meets the needs of the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Limited variety of instructional strategies</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to all students</li> <li>Capitalizes on an educational opportunity even if outside the scope of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>When needed, makes appropriate adjustments during implementation of the lesson to make learning accessible to the whole class and/or individual students</li> </ul>	<ul style="list-style-type: none"> <li>Even when needed, ST's adjustment of the lesson is minimal</li> </ul>
<b>Questioning &amp; Discussion Techniques</b>	<ul style="list-style-type: none"> <li>ST uses open-ended questioning and discussion techniques with appropriate supports for young children</li> <li>ST builds on students' responses to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>ST asks clear questions that allow for whole class choral response and/or individual student responses</li> <li>ST guides class discussions ensuring students are able to take turns and listen respectfully</li> <li>ST calls on most students, even non-volunteers, to participate</li> </ul>	<ul style="list-style-type: none"> <li>ST elicits limited student responses</li> <li>ST's questions are unclear or produce confusion among students</li> </ul>

	<ul style="list-style-type: none"> <li>ST ensures all students are able to participate in questioning and discussion</li> </ul>		
<b>Engagement in Learning</b>	<ul style="list-style-type: none"> <li>Virtually all students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged</li> </ul>	<ul style="list-style-type: none"> <li>Students are passively involved in their learning</li> </ul>
<b>Resources &amp; Materials</b>	<ul style="list-style-type: none"> <li>Selects appropriate and diverse materials and resources for developmental level</li> <li>ST and students effectively use available technology</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate materials and resources for developmental level</li> <li>Makes appropriate use of available technology</li> </ul>	<ul style="list-style-type: none"> <li>Materials chosen are not appropriate for developmental level</li> <li>Although available and appropriate, technology is seldom used</li> </ul>

Comments:

<b>V. Knowledge of a variety of assessment strategies that are embedded in instruction and the ability to use formative and summative assessments to monitor and evaluate student learning and to inform one's own teaching.</b>			
	<b>Above Target</b>	<b>Target</b>	<b>Below Target</b>
<b>Assessment Strategies</b>	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding and adjusts instruction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Uses various formative and summative assessment strategies to monitor student understanding</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of formative and/or summative assessment strategies to monitor student understanding</li> </ul>
	<ul style="list-style-type: none"> <li>Provides specific feedback that is positive, accurate, timely, and substantive</li> </ul>	<ul style="list-style-type: none"> <li>Provides specific feedback that is positive, accurate, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides general feedback or no feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Encourages students' reflection and evaluation of their work and/or effort</li> </ul>	<ul style="list-style-type: none"> <li>Encourages students' reflection of their work and effort, many do so</li> </ul>	<ul style="list-style-type: none"> <li>Does not encourage students to reflect on their work or effort</li> </ul>

Comments: