



### Formative Observation Rubric

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

#### CONTENT KNOWLEDGE (Theme One)

**I. Knowledge of the disciplines being taught and the ability to organize, integrate and convey knowledge so that it is comprehensible to all students**

	Above Target	Target	Below Target
<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 misconceptions to guide all learners to accurate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Knows major concepts and principles of content matter</li> <li>Consistently addresses common misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently applies major concepts and principles of content matter to lessons being taught</li> </ul>
<b>Academic Language</b>	<ul style="list-style-type: none"> <li>Knows and consistently models the use the academic language of the discipline to make learning accessible to individual students as well as the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Knows and consistently models the use the academic language of the discipline to make learning accessible to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently models the use the academic language of the discipline to make learning accessible to all students</li> </ul>
<b>Interdisciplinary Content</b>	<ul style="list-style-type: none"> <li>Plans and implements content that is connected across multiple disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Plans for applications of content to real-world settings; including interdisciplinary connections</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no opportunities planned for students to consider work beyond the single content area</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>Effectively differentiates instruction to support the learning needs of most students, including students identified as gifted, students with disabilities and at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently differentiates instruction to support the learning needs of all students</li> </ul>

Comments:

#### TEACHING AND LEARNING (Theme TWO)

**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**

	Above Target	Target	Below Target
<b>Knowledge of Development</b>	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, social, and emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively applies knowledge of intellectual, and social or emotional characteristics of age group</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently and applies knowledge of intellectual, social, and emotional characteristics of age group</li> </ul>
<b>Knowledge of Students</b>	<ul style="list-style-type: none"> <li>Effectively uses knowledge of what students bring to the learning situation (interests, cultural and experiential background, and/or varied approaches to learning, etc.) to make instruction relevant, accessible and challenging</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively uses knowledge of students' interests to make instruction relevant and accessible</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of the knowledge of what students bring to the learning situation</li> </ul>

**III. Knowledge of classroom organization, management and curriculum and the ability to develop instruction that is appropriate for all students.**

<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 establishes an environment of respect</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Any misbehavior is minor and swiftly handled</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are consistently established and maintained</li> <li>Overall student behavior is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behaviors are inconsistently maintained</li> </ul>

<b>Managing Classroom Procedures</b>	<ul style="list-style-type: none"> <li>Students take initiative in managing materials efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Efficient management of materials, transitions</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 district, state, and national curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Consistently makes use of district and state curricular guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently makes use of district and state curricular guidelines</li> </ul>

**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>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 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 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 individual students</li> <li>Seizes on a teachable moment to enhance a 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</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>Uses open-ended questioning and discussion techniques</li> <li>ST builds on students' responses to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>Uses open-ended questioning and discussion techniques that engage and challenge all students</li> <li>ST calls on most students, even non-volunteers</li> </ul>	<ul style="list-style-type: none"> <li>ST uses questions that lead students through a single pre-determined path, or that require single-word responses</li> <li>ST elicits limited student responses</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</li> <li>ST and students effectively use available technology</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate materials and resources</li> <li>ST make appropriate use of available technology</li> </ul>	<ul style="list-style-type: none"> <li>Although available, technology is seldom used</li> </ul>

**V. Knowledge of a variety of assessments 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>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>Uses limited formative and summative assessment strategies to monitor student understanding</li> </ul>
	<ul style="list-style-type: none"> <li>Provides feedback that is accurate, constructive, substantive, specific, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback that is accurate, specific, and timely</li> </ul>	<ul style="list-style-type: none"> <li>Provides general feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Fosters students' reflection on their work</li> </ul>	<ul style="list-style-type: none"> <li>Invites students' reflection on their work, many do so</li> </ul>	<ul style="list-style-type: none"> <li>Few students, if any, reflect on their own work</li> </ul>

Comments: