

**Teacher Candidate Observation Report** Teacher Candidate: [REDACTED]

Use the following rubric as a guide for all indicators.

0-Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.	Elements of the indicator are clearly present but are partially or ineffectively carried out.	Elements of the indicator are of good quality, but there is room for improvement.	High quality of the indicator.
The candidate does not include the indicator in his/her planning, action, or reflection.	The candidate may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	The candidate demonstrates the methods and skills needed to meet the needs of most learners.	The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

CONTEXTUAL FACTORS RUBRIC

1. (MACRO) KNOWLEDGE OF SCHOOL & COMMUNITY: Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.
2. PHYSICAL CLASSROOM: comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.
3. KNOWLEDGE OF STUDENT CHARACTERISTICS: Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.
4. KNOWLEDGE OF STUDENT SKILLS: Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.
5. KNOWLEDGE OF DIFFERENTIATION: Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.
6. IMPLICATIONS FOR PLANNING: Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.
7. PROFESSIONAL WRITING: This section is well organized, readable and uses appropriate spelling and grammar. Highly Professional presentation.

Rating

1. 5
2. 5
3. 6
4. 6
5. 6
6. 5
7. 6

LEARNING GOALS AND UNIT OBJECTIVES RUBRIC

1. LEARNING GOALS: Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate.
2. STANDARDS: Most of the unit objectives are explicitly aligned with national, state or local standards.
3. CLASSIFICATION OF OBJECTIVES: All unit objectives are significant, challenging and varied.
4. CLARITY: Most of the unit objectives are clearly stated as learning outcomes.
5. APPROPRIATENESS: Most unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals.
6. RATIONALE: Statement of why the unit is important.
7. PROFESSIONAL WRITING: This section is well organized, readable and uses appropriate spelling and grammar. Highly Professional presentation.

Rating

1. 5
2. 6
3. 6
4. 6
5. 5
6. 6
7. 6

ASSESSMENT PLAN RUBRIC

	<u>Rating</u>
1. VISUAL ORGANIZER FORMAT: Clearly presents how assessments fit the whole plan.	1. <u>5</u>
2. (VO) MULTIPLE FORMS OF ASSESSMENT: Assessments are varied, including pre and post.	2. <u>6</u>
3. (VO) OBJECTIVES W/ASSESSMENT: Clearly presents how objectives line up with assessments.	3. <u>6</u>
4. (VO) RATIONALE FOR ASSESSMENT CHOICE: Choices match the overall objectives.	4. <u>5</u>
5. (VO) ADAPTATION BASED ON STUDENT NEEDS:	5. <u>5</u>
6. RATIONALE IN NARRATIVE:	6. <u>4</u>
7. SCORING PROCEDURES	7. <u>5</u>
8. PROFESSIONAL WRITING	8. <u>6</u>

DESIGN FOR INSTRUCTION RUBRIC

1. USE OF PRE-ASSESSMENT DATA.	1. <u>5</u>
2. UNIT VISUAL ORGANIZER.	2. <u>5</u>
3. LESSON PLANS.	3. <u>4</u>
4. ALIGNMENT with LEARNING GOALS AND UNIT OBJECTIVES.	4. <u>5</u>
5. CLASSROOM CLIMATE.	5. <u>5</u>
6. USE OF TECHNOLOGY.	6. <u>5</u>
7. PROFESSIONAL WRITING. <i>Solid lessons, but lacking</i>	7. <u>5</u>

INSTRUCTIONAL DECISION-MAKING RUBRIC

1. RETHINKING YOUR PLANS FOR A GROUP OF STUDENTS.	1. <u>5</u>
2. REVISIONS for a group of students based on analysis of student learning.	2. <u>6</u>
3. EXPLANATIONS OF MODIFICATIONS: Group.	3. <u>6</u>
4. RETHINKING YOUR PLANS FOR AN INDIVIDUAL STUDENT.	4. <u>5</u>
5. REVISIONS for an individual student based on analysis of student learning.	5. <u>6</u>
6. EXPLANATIONS OF MODIFICATIONS: Individuals.	6. <u>5</u>
7. PROFESSIONAL WRITING.	7. <u>6</u>

ANALYSIS OF STUDENT LEARNING RUBRIC

	<u>Rating</u>
1. ALIGNMENT WITH SELECTED UNIT OBJECTIVES.	1. <u>6</u>
2. CLARITY AND ACCURACY OF GRAPHS AND DATA.	2. <u>6</u>
3. INTERPRETATION OF DATA.	3. <u>6</u>
4. EVIDENCE OF IMPACT ON STUDENT LEARNING.	4. <u>6</u>
5. INSIGHTS ON EFFECTIVE INSTRUCTION AND ASSESSMENT.	5. <u>6</u>
6. PROFESSIONAL WRITING.	6. <u>6</u>

SELF-REFLECTION RUBRIC

	<u>Rating</u>
1. DESCRIPTION OF INCIDENTS.	1. <u>6</u>
2. DESCRIPTION OF EFFECT ON STUDENT TEACHING EXPERIENCES.	2. <u>6</u>
3. DESCRIPTION OF SELF-LEARNING.	3. <u>6</u>
4. PLANS FOR PROFESSIONAL DEVELOPMENT.	4. <u>6</u>
5. PROFESSIONAL WRITING. <i>A tremendously insightful self-reflection</i>	5. <u>6</u>