

Observation Form Rubric

A. Instructional Planning Rubric

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
1. Lesson plan outcomes are aligned to standards.			
Learning outcomes are not stated and/or not aligned to standards.	Learning outcomes are ill-defined	Learning outcomes are clear, specific, measurable, and aligned to standards.	Learning outcomes are fully detailed with clear, specific, measurable, and aligned to standards
2. Lesson plan background section includes relevant information on students' backgrounds, lesson rationale, and instructional practice rationale as related to this lesson topic.			
Background section is present but vague.	Background consists primarily of description with little attention to rationale.	Background makes a compelling argument for the lesson and instructional model.	Background includes all relevant information on students, lesson, and instructional practice making a compelling argument for the lesson and instructional
3. Lesson plan includes an effective anticipatory set			
No anticipatory set is apparent.	Anticipatory set is ill-defined or lacks coherence to students and/or lesson.	Anticipatory set grabs students' attention and prepares them for learning.	Anticipatory set includes a well-developed readiness for instruction which may relate to previous learning that grabs students' attention and prepares them for learning.
4. Lesson plan follows an appropriate sequence to guide instruction.			
No instructional sequence is apparent.	Instructional sequence is poorly defined or inappropriate.	Instructional sequence is clearly articulated and appropriate for students and content.	Instructional sequence integrates resources that enhance instruction and is clearly articulated as well as appropriate for students and content.
5. Lesson plan includes differentiated instruction			
No differentiation is apparent.	Differentiation is unclear (content, context, process, or product) and/or inappropriate for students and/or lesson.	Differentiation is clearly articulated and appropriate for students and lesson.	Differentiation is clearly articulated with evidence of different strategies that result in increased levels of student engagement.
6. Lesson plan includes adaptations for students with IEPs, ELLs, and other legal special needs.			
No adaptations are present and/or adaptations violate legal requirements.	Adaptations are vague and/or not aligned to lesson.	Adaptations are clearly articulated and appropriate for student(s) and lesson	Adaptations are clearly articulated and are appropriately challenging for the student.

7. Lesson plan includes assessment that aligns with stated outcomes.			
No assessment is used.	Summative and formative Assessments are not aligned with outcomes.	Summative and formative assessments are clear and aligned with outcomes.	Summative and formative assessments include ways to adjust instruction based on student needs.
8. Lesson plan includes a participative closure.			
No closure is apparent.	Closure primarily consists of teacher summary and/or is not aligned with lesson.	Closure is aligned with lesson and students are doing the intellectual work.	Closure is aligned with lesson and students are doing the intellectual work and the teacher is summarizing lesson, providing lesson's context, and building anticipation for next lesson.
9. Lesson plan includes self-reflective questions.			
No self-reflective questions are asked.	Self-reflective questions are shallow or otherwise inappropriate.	Self-reflective questions are thoughtful and connected with lesson.	Self-reflective questions are thoughtful, connected with lesson as well as connected to suggestions/comments from previous lessons.

B. Instructional Practice Rubric

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
10. Candidate uses lesson plan to guide instruction.			
Candidate ignores lesson plan	Candidate omits parts of the lesson plan.	Candidate follows / adjusts lesson plan as needed to maximize student learning.	Candidate has internalized the lesson plan and uses it as a guide while making adjustments as needed to maximize student learning.
11. Candidate makes learning outcomes explicit and understandable to learners.			
Candidate does not clearly state outcomes.	Candidate posts clear outcomes but not explicit to students.	Candidate posts clear outcomes and develops student understanding of them.	Candidate posts outcomes, develops student understanding of them, and makes connections between outcomes, content, activities during lesson.
12. Candidate uses anticipatory set to engage students.			
Candidate does not use an Anticipatory set	Anticipatory set is ill-defined and/or lacks coherence to students and/or lesson.	Anticipatory set grabs students' attention and prepares them for learning.	Anticipatory set includes a well-developed readiness for instruction which may relate to previous learning that grabs students' attention and prepares them for learning.
13. Candidate uses a variety (number and type) of learning activities appropriate for the lesson.			
Candidate does not use a variety of activities.	Candidate uses a variety of activities but may not be aligned to outcomes.	Candidate uses an appropriate number and type of activities tied to lesson outcomes.	Candidate uses an appropriate number and type of activities tied to lesson outcomes that increases student learning.
14. Candidate uses effective learning activities to develop content knowledge and skills to meet individual learners' needs.			
Candidate does not use learning activities to develop content knowledge or skill.	Learning activities are present but not effective.	Effective learning activities develop content knowledge and skill.	Effective learning activities develop and enhance content knowledge and skill.
15. Candidate asks a range of appropriate questions in the cognitive, affective, and reflective domains.			
Questions are of poor quality and/or low cognitive challenge.	Questions are developing but limited in range, depth or quality.	Questions are appropriate in range, depth and quality.	Questions are appropriate in range, depth and quality and connect to other events.
16. Candidate uses a participative closure.			
Candidate does not use a closure.	Candidate uses a teacher driven closure (includes class summarizing).	Students individually participate in intellectual work to close the lesson.	Closure is aligned with lesson and students are doing the intellectual work and the teacher is summarizing lesson, providing lesson's context, and building anticipation for next lesson.

C. Learning Environment

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
17. Candidate includes multiple cultural perspectives in the presentation and discussion of content.			
Candidate does not reference cultural perspectives.	Reference is made to cultural perspectives.	Reference is made to and discussion is utilized of multiple cultural perspectives.	Reference is made to and discussion is utilized of multiple cultural perspectives consistently.
18. Candidate creates a safe, positive learning environment (Intellectually, Emotionally, Physically, and Socially).			
Candidate did not create a positive learning environment.	Candidate is developing a positive learning environment.	Candidate created a consistently positive learning environment	Candidate created a consistently positive learning environment of actively engaged students.
19. Candidate maintains effective classroom routines.			
No noticeable routines are in place.	Routines are in place but may not be effective or consistently maintained.	Routines are effective and consistently and actively maintained.	Routines are effective and consistently and actively maintained with students focused and on-task while working independently and with others without reminders.
20. Candidate pro-actively facilitates verbal participation.			
Candidate does not facilitate participation.	Candidate facilitates verbal participation but it may be inconsistent and/or ineffective.	Candidate facilitates verbal participation consistently and effectively.	Candidate facilitates verbal participation consistently and effectively to enhance the development of lesson.
21. Candidate ensures that the social organization of the classroom is aligned effectively with the learning outcomes.			
No clear purpose for social organization is apparent.	Social organization is managed but not aligned with learning outcomes.	Social organization is aligned with learning outcomes.	Social organization is aligned with learning outcomes that engages students in a variety of learning activities.
22. Candidate effectively manages allocated time.			
Candidate manages time poorly.	Candidate sporadically and /or passively manages time.	Candidate actively manages time and has a rationale for any changes.	Candidate effectively teaches all components of the lesson plan within the allotted time and has a rationale for any changes.

D. Content Knowledge

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
23. Candidate links new concepts to prior knowledge and experiences.			
Candidate does not link new concepts.	Candidate makes links to new concepts but they may be Inappropriate/ minimal.	Candidate actively and purposefully links new concepts to prior knowledge and experiences.	The teacher understands the concepts purposefully links new concepts to prior knowledge and experiences that make aspects of subject matter meaningful and engaging for students.
24. Candidate engages learners in applying methods of inquiry used in the discipline.			
Candidate uses Inappropriate methods of inquiry applied.	Candidate uses general methods of inquiry.	Candidate uses methods of inquiry appropriate for the discipline.	Candidate uses methods of inquiry appropriate for the discipline that make aspects of subject matter meaningful and engaging for students.
25. Candidate communicates disciplinary content appropriately.			
No disciplinary content is communicated or is communicated inappropriately.	Disciplinary content is vaguely communicated and/ or misaligned to content area.	Disciplinary content is appropriate, precise, and clearly communicated.	Disciplinary content appropriate to the CCSS is appropriate, precise, and clearly communicated.
26. Candidate models and provides opportunities for learners to understand and use vocabulary in the discipline.			
Candidate does not provide any opportunity to understand and use vocabulary.	Vocabulary is unengaging and/or inappropriate for the discipline.	Vocabulary is clearly modeled and appropriately used for the discipline.	Vocabulary is clearly modeled and appropriately used for the discipline that make aspects of subject matter meaningful and engaging for students..
27. Candidate uses multiple representations appropriate to the discipline.			
Candidate does not use multiple representations.	Candidate attempts multiple representations that are not appropriate or useful.	Candidate attempts multiple representations are appropriate and useful	Candidate provides students with opportunities to correctly interpret and/or accurately construct multiple representations that make aspects of subject matter meaningful and engaging for students.
28. Candidate engages learners in the critical thinking skills used in the discipline.			
No critical thinking skills are taught and/or used.	Critical thinking skills are used but may not be appropriate to the discipline.	Critical thinking skills are engaging and appropriate to the discipline.	Critical thinking skills expand the students' skills to consider multiple solutions and defend their own thinking.

E. Assessment

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
29. Candidate uses formative assessments to inform instruction.			
No formative assessment is apparent and/or formative assessments are poorly made.	Formative assessments are made with basic adjustments.	Formative assessments are made with insightful adjustments.	Formative assessments are made with insightful adjustments to determine student growth related to learning outcomes.
30. Candidate differentiates assessments based on learning needs.			
No differentiation is apparent.	Differentiation is unclear, and/or inappropriate for students and/or lesson.	Assessments are differentiated according to student factors.	Assessments are differentiated according to student factors to facilitate the tracking of student progress.
31. Candidate has a clear rubric for the summative assessment.			
No rubric is made or rubric is not used.	Rubric lacks clarity or completeness and may not match assessment.	Rubric is complete, clear, and aligns with assessment.	Rubric is complete and aligns with the lesson outcome to plan on-going instruction, monitor performance students' performance and develop instruction to enable students to grow and develop.
32. Candidate provides appropriate feedback to encourage student learning.			
Candidate does not give feedback.	Feedback lacks specificity; focuses solely on effort, may consist primarily of praise.	Feedback is specific, task-focused, and timely.	Feedback is specific, task-focused, and makes aspects of subject matter meaningful and engaging for student.

F. Professional Dispositions

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
33. Candidate communicates verbally and nonverbally in a professional and respectful manner.			
Candidate uses poor speech and manner.	Candidate uses common speech and manner.	Candidate's speech and manner are in keeping with BYU-Hawaii honor code	Candidate's speech and manner are in keeping with BYU-Hawaii honor code. Interactions are consistently positive and respectful.
34. Candidate assumes responsibility for and directs student learning toward high expectations.			
Candidate has low expectations for students and/or does not assume responsibility for high expectations.	Candidate may not direct all students toward high expectations.	Candidate expects all students to achieve high expectations.	Candidate expects all students to achieve high expectations and welcomes constructive comments from others to seek ways to improve.
35. Candidate demonstrates professionalism in dress (BYU-Hawaii standards).			
Candidate is unprofessionally dressed.	Candidate is casually dressed.	Candidate follows BYU-Hawaii dress standard.	Candidate consistently follows BYU-Hawaii dress standard.
36. Candidate demonstrates professionalism in attitude and ethical behavior (See BYU-Hawaii School of Education dispositions and NEA Code of Ethics).			
Candidate displays unprofessional attitudes and behaviors.	Candidate is unprofessional in either attitude or behavior.	Candidate is professional in attitude and behavior (i.e. honesty, integrity, confidentiality, respect).	Candidate consistently is professional in attitude and behavior (i.e. honesty, integrity, confidentiality, respect) and maintains a focus on doing his/her best.
37. Candidate demonstrates satisfaction toward teaching students.			
Candidate displays frustration, impatience, rudeness toward students.	Candidate displays evidence of satisfaction toward teaching, but may be inconsistent.	Candidate displays evidence of satisfaction to teaching (i.e, positive, enthusiastic, engaged, and pleasant).	Candidate displays evidence of satisfaction to teaching while seeking ways to improve techniques that benefit student learning.