Observation Form Rubric

A. Instructional Planning

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 aligned to standards but are neither clear, concise nor specific.	Learning outcomes are aligned to standards, specific, and measurable.	Learning outcomes are simply stated and **fully aligned** to standards, detailed, **concise**, specific, measurable.
2. Lesson plan background section includes relevant information on students' backgrounds, lesson rationale, and instructional practice rationale as related to this lesson topic.			
Background is not present or is present but vague.	Background consists primarily of overdone description with little attention to lesson rationale and instructional model.	Background makes a clear compelling argument connecting the student background, lesson rational and instructional model.	Background **concisely** makes a compelling argument including all relevant information connecting the student background, lesson rational and instructional model.
3. Lesson plan includes an effective anticipatory set.			
No anticipatory set is apparent.	Anticipatory set is ill-defined or lacks relevance to students and/or lesson.	Anticipatory set includes some of: connection to prior learning, hook, preassessment, advance organizer.	**Creative** anticipatory set includes some of: connection to prior learning, hook, preassessment, advance organizer.
4. Lesson plan follows an appropriate sequence to guide instruction.			
No logical instructional sequence is apparent.	Instructional sequence is poorly defined, illogical and/or inappropriate.	Instructional scope and sequence are articulated, apparent and logically appropriate for student maturity and content complexity.	Instructional scope and sequence are **clearly** articulated, apparent and logically appropriate for student maturity and content complexity.
5. Lesson plan includes differentiated instruction (in instruction and assessment).			
No differentiation is apparent.	Differentiation is minimal, unclear and/or inappropriate for students and/or lesson.	Differentiation strategies are described, relevant and appropriate for students and lesson (content, context,	Differentiation strategies are **clearly articulated**, relevant, and appropriate for teaching and reteaching as specified.

Observation Form Rubric-A (9/4/2019)

		process, or product).	
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 appropriately aligned to lesson or student needs.	Adaptations are clearly articulated and appropriate for identified student(s) needs and lesson content.	Adaptations are clearly specified and are appropriately **challenging** for the identified student(s) needs. (see NEA list)
7. Lesson plan includes assessment that aligns with stated outcomes.			
Neither Formative nor Summative assessment is specified or detailed.	Summative Assessment is not aligned with outcomes. Formative Assessments are not described well or do not clarify or identify student difficulties.	Summative Assessment is clear and aligned with the outcomes. Formative assessments are specified which identify student difficulties and link to differentiation strategies.	Summative Assessment exactly matches the outcomes. Formative assessments are specified which identify student difficulties and link to **effective** differentiation strategies.
8. Lesson plan includes a participative closure.			
No closure is included.	Closure primarily consists of teacher summary and/or is not aligned with lesson.	Closure is aligned with lesson where students are doing the 'big picture' intellectual work.	**Participative creative** Closure **task** is aligned with the lesson where **all** students are doing the 'big picture' intellectual work, and the Candidate builds anticipation for next lesson.
9. Lesson plan includes self-reflective questions.			
No self-reflective questions are included.	Self-reflective questions are shallow or inappropriate.	Self-reflective questions are thoughtful, connected with the lesson specifics, to be reviewed in the post conference.	Self-reflective questions are thoughtful, **connected with** lesson as well as connected to suggestions/comments from **previous lessons** to be reviewed in the lesson post conference.

Observation Form Rubric-A (9/4/2019)

B. Instructional Practice

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 without post-conferenced reason.	Candidate follows / adjusts the written lesson plan as needed to maximize student learning.	Candidate has internalized the lesson plan, using it as a guide, while making adjustments e.g. content, pacing etc. as needed **to maximize student learning**. As explained in post-conference.
11. Candidate makes learning outcomes explicit and understandable to learners.			
Candidate does not post or clearly state outcomes toward the beginning of the lesson.	Candidate posts clear outcomes but does not make them explicit to students.	Candidate posts clear outcomes, advance organizer and explicitly develops significance and student understanding of them during the lesson.	Candidate posts outcomes and advance organizer, explicitly develops significance and student understanding of them, and **makes real-world 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 grabs students' attention connects to **prior learning** and prepares them for current lesson.
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 learning activities but may not be aligned to outcomes.	Candidate uses an appropriate variety of learning activities (content, context, process, or product) tied to lesson outcomes.	Candidate uses an appropriate number/type of effective activities tied to lesson outcomes **that increase student learning** through teaching and reteaching (content, context, process, or product).
14. Candidate uses effective learning activities to develop content knowledge and skills to meet individual learners' needs.			
Learning activities specified in the lesson plan are not effective in developing content knowledge and skills.	Learning activities are somewhat effective with the class but individuals' needs are not catered for.	Learning activities effectively develop the content knowledge and skills as specified in the outcomes to meet some	Learning activities effectively develop and enhance the content knowledge and skills specified in the outcomes to meet **most** individual learners needs.

Observation Form Rubric-A (9/4/2019)

		individual learners needs.	
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.	Asks some reflective, cognitive and affective questions which are developing but limited in range, depth or quality.	Asks reflective, cognitive and affective questions that are appropriate to the lesson, and require high order thinking in range, depth and quality.	Asks reflective, cognitive and affective questions that are appropriate to the lesson, require high order thinking in range, depth and quality and **connect to other ideas/skills/attitudes**.
16. Candidate uses a participative closure.			
Candidate does not use the closure for whatever reason.	Candidate uses a teacher driven closure (includes class summarizing).	Time is available and students individually participate in the intellectual work/task to get the 'big picture' and close the lesson.	Closure is aligned with lesson, all students do the intellectual work to get the 'big picture', and the Candidate then builds **anticipation for the next lesson**.

Observation Form Rubric-A (9/4/2019)

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 personalize the lesson to students by including local, ethnic and individuals' experiences and perspectives.	Candidate attempts to personalize the lesson to students by using ineffective local, ethnic and/or individual experiences and perspectives.	Candidate personalizes the lesson to students by including effective local, ethnic and/or individual experiences and perspectives.	Candidate personalizes the lesson to students by including **well-chosen and effective** local, ethnic and individual experiences and perspectives. (See NEA list)
18. Candidate creates a safe, positive learning environment (Intellectually, Emotionally, Physically, and Socially).			
Candidate did not create a positive learning environment. Students felt unsafe, not nurtured, not mutually respected, not physically comfortable, not mentally motivated, not emotionally supported.	Candidate struggled to create a positive learning environment. Rules and procedures are neither appropriate nor effective or not followed. Students display insecurity.	Students generally felt safe, nurtured, mutually respected, physically comfortable, mentally motivated, and emotionally supported.	Candidate created a positive learning environment. All students demonstrated that they felt safe, nurtured, mutually respected, physically comfortable, mentally motivated, and emotionally supported. Students **take risks in learning**.
19. Candidate maintains effective classroom routines.			
No noticeable reinforcement of classroom rules and routines.	Rules and routines are in place but are not effective or consistently maintained.	Rules and routines are effective, consistently and actively maintained such that teacher-student respect is being developed	Respect/Rules and routines are effective and consistently and actively maintained – all students are focused and on-task while **working independently and with others without reminders**.
20. Candidate pro-actively facilitates verbal participation.			
Candidate does not facilitate nor manage student participation/work sounds.	Candidate facilitates verbal participation but inconsistently and/or ineffectively.	Candidate facilitates verbal participation consistently and effectively. Calls on students by name, asks critical thinking (cognitive, reflective, affective) questions, responds respectfully, leads student thinking forward.	Candidate facilitates verbal participation consistently and effectively. Calls on students by name, asks critical thinking (cognitive, reflective, affective) questions, responds respectfully, leads student thinking forward. Encourages **inter-student dialogue**.

Observation Form Rubric-A (9/4/2019)

21. Candidate ensures that the social organization of the classroom is aligned effectively with the learning outcomes.

No clear purpose for social organization (student grouping, desk/furniture arrangements, student roles) is apparent.	Social organization (student grouping, desk/furniture arrangements, student roles) is managed but not aligned with learning outcomes.	Social organization (student grouping, desk/furniture arrangements, student roles) is aligned with learning outcomes somewhat and sometimes.	Candidate aligns social organization (student grouping, desk/furniture arrangements, student roles) with learning outcomes such that **all** students are engaged in a variety of effectively appropriate learning activities.

22. Candidate effectively manages allocated time.

Candidate totally disregards time available.	Candidate runs out of time to complete the lesson.	Candidate completes the lesson as planned within the time available.	Candidate effectively teaches **all** students **each** of the components of the lesson plan **within** the allotted time (including closure) and has a rationale for any changes.

Observation Form Rubric-A (9/4/2019)

D. Content Knowledge

Unsatisfactory 0	Developing 1	Well-Prepared 2	Accomplished 3
23. Candidate links new concepts to prior knowledge and experiences.			
Candidate neither understands the content nor links new concepts to student prior knowledge and experience.	Candidate links student prior knowledge or past content to new concepts but links may be inappropriate/ minimal/general.	Generally, using questions and examples, the Candidate knowledgably, purposefully and effectively links new concepts to student prior knowledge and experiences.	Candidate knowledgeably, purposefully and *effectively* links new concepts to prior knowledge and experiences that make all aspects of subject matter meaningful and engaging **for students**.
24. Candidate engages learners in applying methods of inquiry used in the discipline.			
Candidate does not use methods of appropriate inquiry for the discipline	Candidate uses commonly used evidence based general methods of inquiry sometimes inappropriate for the discipline	Candidate uses effective evidence based methods of inquiry appropriate for the discipline.	Candidate uses effective and creative methods of evidence based inquiry appropriate for the discipline, making all aspects of the subject matter meaningful and **engaging for students**.
25. Candidate communicates disciplinary content appropriately.			
Disciplinary content is communicated superficially or inappropriately.	Disciplinary content is communicated vaguely and/ or misaligned in the content area.	Disciplinary content is communicated appropriately, precisely, and clearly.	Disciplinary content is communicated appropriately, precisely, clearly, and **creatively**.
26. Candidate models and provides opportunities for learners to understand and use vocabulary in the discipline.			
Candidate provides no opportunity for students to understand and *use* disciplinary vocabulary.	Candidate addresses disciplinary vocabulary but gives students few opportunities to use it.	Disciplinary vocabulary is clearly taught and modeled by the Candidate and students practice it appropriately.	Disciplinary vocabulary is creatively taught and modeled by the Candidate and **each student uses** it consistently and appropriately.
27. Candidate uses multiple representations appropriate to the discipline.			
Candidate does not use teaching representations of content that are appropriate or relevant to the discipline.	Candidate attempts multiple teaching representations of content that are somewhat appropriate, relevant or useful to the discipline.	Candidate uses multiple teaching representations of content that are appropriate, relevant and useful to the discipline.	Candidate **creatively** involves students in multiple teaching representations that make all aspects of the disciplinary subject matter meaningful and engaging for all students.

Observation Form Rubric-A (9/4/2019)

28. Candidate engages learners in the critical thinking skills used in the discipline.

No higher order thinking skills are requested or required.	Higher order thinking skills are required of the students by the Candidate but are not appropriate to the disciplinary content.	Higher order thinking skills are required of the students and are appropriate to the disciplinary content.	Higher order thinking skills are required of all students by the Candidate, expanding the students' skills to consider multiple solutions and defend their own thinking appropriate to the discipline.

Observation Form Rubric-A (9/4/2019)

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 is superficially conducted.	Formative assessments result in only basic adjustments.	Formative assessments are made, consistently resulting in some insightful teaching adjustments.	Formative assessments are used creatively and consistently to insightfully assess individual student learning and to move on, reteach or differentiate as appropriate.
30. Candidate differentiates assessments based on learning needs.			
No differentiation in Formative or Summative assessment is mentioned in the lesson plan or is apparent in the lesson or Adaptations section.	Formative and Summative Assessment differentiation is unclear, inappropriate or only vaguely mentioned in the lesson plan Adaptations section.	Formative and Summative Assessments are differentiated according to student factors as written in the lesson plan or explained by the Candidate in the post conference.	Formative and Summative Assessments are differentiated consistent with student factors (individual, 504, IEP) to facilitate the tracking of student progress (content, context, process, or product). (noted in writing in the lesson plan and/or orally in the post conference).
31. Candidate has a clear rubric for the summative assessment.			
No summative assessment rubric is indicated in the lesson plan or used in the instruction.	Assessment Rubric lacks clarity or completeness and thus does not usefully measure student achievement of the lesson outcomes.	Assessment Rubric is made available to students before the summative assessment, is complete, clear, aligns with the assessment and usefully measures student achievement.	Assessment Rubric is made available to students before the summative assessment, is complete, clear, aligns with assessment, and usefully enables each student to measure their own achievement.
32. Candidate provides appropriate feedback to encourage student learning.			
Candidate does not give any student feedback – formative or summative.	Some Formative feedback is given to some students, lacks specificity, focuses solely on effort, or consists primarily of praise.	Formative (and Summative where appropriate) feedback which is specific, descriptive, task-focused, and timely is given to most students.	Formative (and Summative where appropriate) Feedback which is specific, descriptive, task-focused, timely and makes aspects of subject matter more meaningful and engaging, is given to each student.

Observation Form Rubric-A (9/4/2019)

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 has a totally unprofessional speaking style and/or manner.	Candidate uses colloquial speech and a common or unprofessional manner.	Candidate's speech, and manner are professional, positive, respectful, and polite.	Candidate's actively interacts with all students in a professionally positive, respectful and encouraging manner.
34. Candidate assumes responsibility for and directs student learning toward high expectations.			
Candidate has few expectations for their students and/or does not promote a high degree of expectation in their planning or teaching.	Candidate directs some students toward high achievement.	Candidate plans for, demonstrates and expects all students to achieve high expectations.	Candidate plans for and actively encourages and requires each student to achieve, welcoming constructive comments on ways to improve instructional strategies and student tasks.
35. Candidate demonstrates professionalism in dress (BYU-Hawaii standards).			
Candidate is unacceptably dressed and was sent home.	Candidate is unprofessionally dressed and was warned.	Candidate is dressed according to the BYU-Hawaii dress standards.	Candidate is dressed professionally appropriate to the context and discipline.
36. Candidate demonstrates professionalism in attitude and ethical behavior (See BYU-Hawaii School of Education dispositions and HTSB Code of Ethics).			
Candidate displays unprofessional or unethical attitude, behavior or speech.	Candidate is somewhat unprofessional or unethical in either attitude or behavior.	Candidate is consistently professional in attitude and behavior (i.e. Blue sheet and HTSB CoE) at school.	Candidate is always professional 24/7 in attitude and behavior with students, colleagues, parents and community and maintains a focus on doing his/her best.
37. Candidate demonstrates satisfaction toward teaching students.			
Candidate displays frustration, impatience, petulance, rudeness toward students.	Candidate displays inconsistent evidence of satisfaction toward teaching.	Candidate displays evidence of satisfaction to teaching (i.e. positive, enthusiastic, engaged, and pleasant).	Candidate always displays evidence of satisfaction to teaching while seeking ways to improve teaching and the profession.

Observation Form Rubric-A (9/4/2019)