**Lindsey Wilson College**

Observation Evaluation Rubric - Used in Stage 2 with Observation Form

|  |  |  |  |
| --- | --- | --- | --- |
| Observee (Student Name) | Date of Evaluation | Formative or Summative Evaluation | College Supervisor/Cooperating Teacher |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| School | Age/Grade Level | Content Area | Date |
|  |  |  |  |

For each standard, highlight specific statements within the corresponding column which best represent the student teacher’s cumulative level of performance. Then indicate a holistic analytical score of 1-4 for each standard as observed ratings to indicate performances as 1-Unacceptable, 2-Acceptable, 3-On Target, or 4-Exceeds Target for each. Notes are encouraged when appropriate. For more detailed descriptions of each standard review the [Model Core Teaching Standards](https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf) from CCSSO and/or [The Framework for Teaching](https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Rating (4-1) |
| **Standard 1-Learner Development -** The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, and emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.  Outcomes are stated as activities rather than as student learning.  Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor.  Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.  Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.  Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline.  All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.  Outcomes reflect several different types of learning and opportunities for coordination.  Outcomes take into account the varying needs of groups of students. | All outcomes represent rigorous and important learning in the discipline.  The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.  Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.  Outcomes take into account the varying needs of individual students. | |

Notes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Rating (4-1) |
| **Standard 2: Learning Differences -** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. | Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. | Teacher understands the active nature of student learning and attains information about levels of development for groups of students.  The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. | Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. | |

Notes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | Rating (4-1) |
| **Standard 3: Learning Environments -** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   1. Support individual and collaborative learning; and 2. Encourage positive and social interaction, active engagement in learning, and self-motivation. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.  Teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.  Students rarely demonstrate disrespect for one another.  Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.  Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.  Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.  Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 4: Content Knowledge -** The teacher shall   1. use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each 2. Encourage positive and social interaction, active engagement in learning, and self-motivation. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| In planning and practice, teacher makes content errors or does not correct errors made by students.  Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.  Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.  Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.  Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. | Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.  Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.  Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.  Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.  Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 5: Application of Content-** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.  The teacher’s explanation of the content contains major errors.  The teacher’s spoken or written language contains errors.  The teacher’s spoken or written language contains errors of grammar or syntax  The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.  The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.  The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.  Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. | The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.  Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences.  During the explanation of content, the teacher invites student intellectual engagement.  Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. | The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding.  The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.  Students contribute to extending the content and help explain concepts to their classmates.  The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. | |
| Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.  Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.  Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.  Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.  Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 6: Assessment -** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educators and learners decision making. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.  Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. | Some of the instructional outcomes are assessed through the proposed approach, but others are not.  Assessment criteria and standards have been developed, but they are not clear.  Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.  Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.  Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.  Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.  Assessment methodologies have been adapted for individual students, as needed.  The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. | |
| There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.  Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.  Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.  Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.  Students appear to be aware of the assessment criteria; some of them engage in self-assessment  Questions, prompts, assessments are used to diagnose evidence of learning. | Assessment is fully integrated into instruction through extensive use of formative assessment.  Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria  Students self-assess and monitor their progress.  A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.  Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 7: Planning for Instruction -** Shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community content. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.  The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. | Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.  The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.  The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.  The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. | Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.  Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.  The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 8: Instructional Strategies -** The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.  The pace of the lesson is too slow or too rushed.  Few students are intellectually engaged or interested. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.  The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.  The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.  In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.  The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.  Students may have some choice in how they complete tasks and may serve as resources for one another. | |
| Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.  Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.  A few students dominate the discussion. | Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.  Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.  Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. | Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.  Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.  Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.  Students formulate many questions, initiate topics, and make unsolicited contributions.  Students themselves ensure that all voices are heard in the discussion. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 9: Professional Learning and Ethical Practice -** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson  Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.  Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.  Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.  Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. | |
| Teacher engages in no professional development activities to enhance knowledge or skill.  Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.  Teacher makes no effort to share knowledge with others or to assume professional responsibility. | Teacher participates in professional activities to a limited extent when they are convenient.  Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.  Teacher finds limited ways to contribute to the profession. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.  Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.  Teacher participates actively in assisting other educators. | Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.  Teacher seeks out feedback on teaching from both supervisors and colleagues.  Teacher initiates important activities to contribute to the profession. | |

Notes:

|  |  |
| --- | --- |
|  | Rating (4-1) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 10: Leadership and Collaboration -** The teacher shall seek appropriate leadership roles and opportunities to:   1. Take responsibility for student learning 2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth 3. Advance the profession. | | | |  |
| **(1) Ineffective** | **(2) Developing** | **(3) Accomplished** | **(4) Exemplary** | |
| Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.  Teacher makes no attempt to engage families in the instructional program. | Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.  Teacher makes some attempts to engage families in the instructional program.  Information to families is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.  Response to family concerns is handled with professional and cultural sensitivity.  Teacher’s efforts to engage families in the instructional program are frequent and successful. | |
| Teacher’s relationships with colleagues are negative or self-serving.  Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.  Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.  Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.  Teacher participates in school events and school and district projects when specifically asked to do so. | Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.  Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.  Teacher takes a leadership role in promoting a culture of professional inquiry.  Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. | |

Notes:

Notes about Document:

The Lindsey Wilson College Student Teaching Formative/Summative Evaluation is a combination of the Interstate Teacher Assessment and Support

Continuum (InTASC) which are also the Kentucky Teacher Performance Standards (KTPS). Indicators from Kentucky Framework for Teaching (The Danielson Framework) have been utilized as descriptors of the ratings 1-4 (Unacceptable, Acceptable, On Target, Exceeds Target), for each standard. Indicators from the Danielson Framework were chosen as descriptors for each standard utilizing the “Important Document Crosswalk” within *Framework for Teaching* which was researched and provided by the Kentucky Department of Education which states:

“The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation

2. Classroom Environment

3. Instruction

4. Professional Responsibilities

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education’s Program of Studies, Common Core Academic Standards, and the Kentucky Department of Education’s Characteristics of Highly Effective Teaching and Learning.”

To access the *Framework for Teaching* document directly, visit <https://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

Table of KTPS (InTASC) standards to Framework for Teaching Indicators

|  |  |  |
| --- | --- | --- |
|  | **KTPS/InTASC Standard** | **Framework for Teaching Indicator** |
|  | 1 | 1C |
|  | 2 | 1B |
|  | 3 | 2A |
|  | 4 | 1A |
|  | 5 | 3A & 3E |
|  | 6 | 1F & 3D |
|  | 7 | 1E |
|  | 8 | 3B & 3C |
|  | 9 | 4A & 4E |
|  | 10 | 4C & 4D |