King’s College Teacher Candidate Observation Rubric

***(INTASC Principles listed in parentheses)***

***This is the GENERAL form a cooperating teacher may use to observe a pre-student teaching candidate.***

Teacher Candidate’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

Name of Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer’s Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating scale: 1=unsatisfactory, 2=satisfactory, 3=above average, 4=superior, NA=not applicable (circle one)

|  |  |  |
| --- | --- | --- |
| I. Efficient Use of Instructional Time | *Rating* | Comments |
| *a. Appropriate goals and objectives were set (2,7)*  *The goals and objectives corresponded with the state standards.* | *1 2 3 4 or NA* |  |
| *b. Lesson was well paced (2)* | *1 2 3 4 or NA* |
| *c. Entire class monitored and/or more than one activity/group was attended to at a time (2,5). Classroom management techniques (e.g., proximity) used effectively.* | *1 2 3 4 or NA* |
| *II. Instruction* |  |
| *d. Attention gained (1,2,4)*  *▪A strategy was used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.*  *▪Strategies related directly to the learning in the lesson.*  *▪Visuals, ambiguity, curiosity, noise, or other ways were effectively used* | *1 2 3 4 or NA* |
| *e. Previous knowledge recalled (2,4).* | *1 2 3 4 or NA* |
| *f. Purpose/Objective of the lesson made clear (1,4)*  *It was clear what students were to be learning and why they were learning it.* | *1 2 3 4 or NA* |
| *g. Teacher Input Provided*  *Skills or concepts of the lesson were introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was appropriate (2,4)* | *1 2 3 4 or NA* |
| *h. Teacher guided practice was adequate and appropriate (2,4)*  *The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.* | *1 2 3 4 or NA* |
| *i. Repetition of key concepts occurred throughout the lesson (2,4)* | *1 2 3 4 or NA* |

***(See reverse side)***

|  |  |  |
| --- | --- | --- |
| *j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)* | *1 2 3 4 or NA* |  |
| *k. All of the students were actively engaged in the learning throughout the lesson. (2,4)* | *1 2 3 4 or NA* |
| *l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)*  *Open-ended questions were used, diverse perspectives were explored.* | *1 2 3 4 or NA* |
| *m. Higher order thinking skills were used. (4)*  *Higher levels of Bloom’s Taxonomy* | *1 2 3 4 or NA* |
| *n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8)* | *1 2 3 4 or NA* |
| *o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4)*  *The students were able to summarize the learning rather than the student teacher having to do this for them.* | *1 2 3 4 or NA* |
| *p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8)*  *e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.* | *1 2 3 4 or NA* |
| *q. Relevant subject areas & “real world” problems were integrated into the lesson. (1,2,3,7)* | *1 2 3 4 or NA* |
| *r. Inclusion of special needs student occurred. (2,3)* | *1 2 3 4 or NA* |
| *s. Individual differences were addressed. (2,3,5)* | *1 2 3 4 or NA* |
| *t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3)* | *1 2 3 4 or NA* |
| *u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)* | *1 2 3 4 or NA* |
| *III. Personal and Professional Characteristics* | |
| *v. Displayed Enthusiasm. (1,6)* | *1 2 3 4 or NA* |
| *w. Exhibited Confidence. (1)* | *1 2 3 4 or NA* |
| *x. Displayed empathy. (5,9,10)* | *1 2 3 4 or NA* |
| *y. Acted and appeared in a professional manner. (9,10)* | *1 2 3 4 or NA* |

***(Adopted from Purdue University’s guide to their teaching observation form)***

This form is also found online at: [www.kings.edu/education/index.htm](http://www.kings.edu/education/index.htm)