# Generic Rubric for Classroom Observation EDUC 350

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| **Levels/Criteria** | **1** | **2** | **3** | **4** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| A. Appropriate Content was covered in the subject area when appropriate | Failed to demonstrate the knowledge and skills to teach the content area by building on students’ prior understandings | Sometimes demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings | Mostly demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings | Always demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings |  |
| b. Pacing Lesson was well paced INTASC (2) | Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group | Sometimes paced lesson too fast for some individuals and provided no accommodation for those falling behind | Mostly paced the lesson so that it was not too slow and provided accommodations for those falling behind | Always effectively paced the lesson and kept students from falling behind by individualizing instruction and also maintained motivation for students by introducing new examples, illustrations, or new concepts when appropriate |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. | | | |
| c. Classroom Management Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (INTASC 2,5; | Individuals and groups were never kept on task and a classroom management plan starting with least invasive interventions (e.g., eye contact and proximity) to most invasive interventions was not evident | Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently | Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was attempted but used sometimes unsuccessfully | Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively; |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | | | |
| d. Attention gained (INTASC 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 | A strategy was never 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 never related directly to the learning in the lesson.  Visuals, ambiguity, curiosity, noise, or other ways were not used effectively | A strategy was sometimes 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 sometimes related directly to the learning in the lesson.  Visuals, ambiguity, curiosity, noise, or other ways were not used effectively | A strategy was often 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 used effectively | A strategy was always 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 and often debunked common preconceptions that would have hampered learning for understanding.  Visuals, ambiguity, curiosity, noise, or other ways were always used effectively |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| e. Previous knowledge recalled (INTASC 2,4). | Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding | Strategies were sometimes related directly to the learning in the lesson and addressed common preconceptions that would have hampered learning for understanding | Strategies related directly to the learning in the lesson and often addressed common preconceptions that would have hampered learning for understanding | Strategies related directly to the learning in the lesson and addressed common preconceptions that would have hampered learning for understanding. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| f. Purpose/Objective of the lesson made clear (INTASC 1,4) | It was not clear what students were to be learning and why they were learning it. | It could be somewhat inferred what students were to be learning but no discussion of why they were learning it | It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it. | Objectives were clearly posted for all to see and there was a clear discussion of why they were learning it. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| g. Teacher Input Provided (INTASC 2, 4, 6) | Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4) |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| h. Teacher guided practice was adequate and appropriate (INTASC 2, 4) | The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own | The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own | The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own | The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were expected to do similar problems on their own. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4) | No repetition took place | Some repetition took place but no use of mnemonics or organization of the material into meaningful patterns was used to help students learn and remember (when appropriate) | Repetition took place and mnemonic devices used to help students learn and remember (when appropriate) | Repetition occurred, mnemonic devices used, chunking and the organization of the material into meaningful patterns used to help students learn and remember essential facts and concepts |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6) | No instructional materials were used | Instructional materials were used but their use was not aligned with the lesson objectives | A variety of instructional materials were used and they were aligned with the lesson objectives | A variety of instructional materials were used and they were aligned with the lesson objectives and they helped to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4) | All students were off task | Most students were off task | All students appeared to be engaged in the lesson activities | All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrated their engagement |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4) | Open-ended questions were never used, and diverse perspectives were never explored | Open-ended questions were sometimes used, and diverse perspectives were never explored | Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored | Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| m. Higher order thinking skills were used. (INTASC 4) i.e., critical thinking and problem solving | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached | Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8) | Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson | Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson | Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given | Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | | | |
| o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4) | No summary took place | The teacher candidate summarized the lesson | The students were asked to summarize the learning | The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway (essential principle) or application of the objectives to students’ lives or the “real world” when possible. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8) | Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. | Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. | An appropriate amount of the following strategies were used so that most of the diverse students’ needs for learning were met direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc | An appropriate amount of the following strategies were used so that all of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | | | |
| q. Relevant subject areas & “real world” problems were integrated into the lesson. (INTASC 1,2,3,7) | No reference to the application of the content was made | A brief reference was made concerning the application of the content | It was clear how the subject could be applied to “real world” problems | Students were engaged in real world problem solving by applying lesson content to the solution of real world problems |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | | | |
| r. Inclusion of special needs student occurred. (INTASC 2,3) | No IEP’s were referenced, no accommodations were made, and many pathways to learning were not provided | IEP’s were referenced, but no accommodations were made, and many pathways to learning were not provided | IEP’s were referenced, and some accommodations were made, but not enough pathways to learning were provided | IEP’s were referenced, accommodations were made, many pathways to learning were provided and students with special needs were incorporated into the classroom so that their strengths could be showcased |  |
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| s. Individual differences were addressed. (INTASC 2,3,5) and adaptations made for diverse students | Individual differences were not addressed | Some instruction built on students’ prior knowledge and experiences and some differentiated instruction took place | Instruction clearly built on students’ prior knowledge and experiences; however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students’ differing learning styles, interests, abilities, and culture | Instruction clearly built on students’ prior knowledge and experiences, and differentiated instruction and accommodations took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided that met the needs of the students’ learning styles. Student’s individualized learning opportunities were supported by providing meaningful experiences that engage their interests, abilities, and culture |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | | | |
| t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3) (TESOL Standard 3) | No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used | Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used | Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were mostly used and some integration of language skills, and adapted classroom resources were used | Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | | | |
| u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10) and adaptations made for diverse students | Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were consistently used | Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were not consistently used | Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were sometimes used | Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, and of multi-cultures were used |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |
| v. Displayed Enthusiasm. (INTASC 1,6) | Voice inflection, smiling, gestures were never used when appropriate | Voice inflection, smiling, gestures were sometimes used when appropriate | Voice inflection, smiling, gestures were mostly used when appropriate | Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| w. Exhibited Confidence. (INTASC 1) | Never projected voice, or led the class by example | Sometimes projected voice, but did not lead the class by example | Always projected voice when appropriate, and mostly led the class by example | Always projected voice when appropriate, and always led the class by example |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | | | |
| x. Displayed empathy. (INTASC 5,9,10) | Never listened to students and never served as students’ advocate | Sometimes listened to students and attempted to serve as student advocate | Always listened to students when appropriate and sometimes served as students’ advocate when determining, for example, that factors in the students’ environment outside of school may be influencing the students’ life and learning | Always listened to students when appropriate and always served as students’ advocate when appropriate (e.g., when determining that factors in the students’ environment outside of school may be influencing the students’ life and learning) |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  **Principle:** 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |
| y. Acted and appeared in a professional manner. (INTASC 9) | Failed to start and/or end on time and failed to wear professional attire. |  |  | Started and ended on time and wore professional attire. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | | | |
| z. Family and community connections (INTASC 10) | No collaboration with colleagues, family, and community despite being appropriate for lesson. | Minimal collaboration with colleagues, family, and community despite being appropriate for lesson. | Some evidence of collaboration with colleagues, family, and community that is appropriate for lesson. | Significant collaboration with colleagues, family and community that is appropriate for lesson. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |

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