# Classroom Observation Form Citizenship

Top of Form

| **Levels/Criteria** | **1** | **2** | **3** | **4** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| a. Appropriate content goals and objectives were set and the content was made meaningful for students (2,7) concerning NCSS: I Culture and Cultural Diversity | Was always inaccurate or did not enable learners to do such things as analyze and explain the role and influence of groups, societies, and cultures and develop an appreciation for differences | Was sometimes inaccurate or much of the time did not enable learners to do such things as analyze and explain the role and influence of groups, societies, and cultures and develop an appreciation for differences | Was mostly accurate and enabled learners to do such things as analyze and explain the role and influence of groups, societies, and cultures and develop an appreciation for differences | Was always accurate and clearly enabled learners to do such things as analyze and explain the role and influence of groups, societies, and cultures and develop an appreciation for differences |  |
| **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:** 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | | | |
| II Time, Continuity, and Change | Was always inaccurate or did not enable learners to do such things as understand that historical knowledge and the concept of time can be subjective and that there are general principles or themes that can be traced through history that may or may not inform decision makers about how to prepare for the future | Was sometimes inaccurate or much of the time did not enable learners to do such things as understand that historical knowledge and the concept of time can be subjective and that there are general principles or themes that can be traced through history that may or may not inform decision makers about how to prepare for the future | Was mostly accurate and enabled learners to do such things as understand that historical knowledge and the concept of time can be subjective and that there are general principles or themes that can be traced through history that may or may not inform decision makers about how to prepare for the future | Was always accurate and clearly enabled learners to do such things as assist learners to understand that historical knowledge and the concept of time can be subjective and that there are general principles or themes that can be traced through history that may or may not inform decision makers about how to prepare for the future and enabled students to analyze historical events to discover essential principles and attempt to apply those principles to decision making in their lives or regarding todayâ€™s current events |  |
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| III People, Places, and Environments | Was always inaccurate or did not enable learners to do such things as use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools | Was sometimes inaccurate or much of the time did not enable learners to do such things as use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools | Was mostly accurate and enabled learners to do such things as use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools | Was always accurate and clearly enabled learners to do such things as use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools and to apply these abilities to decision making situations |  |
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| IV Individual Development and Identity | Was always inaccurate or did not enable learners to do such things as comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development | Was sometimes inaccurate or much of the time did not enable learners to do such things as comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development | Was mostly accurate and enabled learners to do such things as comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development | Was always accurate and clearly enabled learners to do such things as comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development |  |
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| V Individuals, Groups, and Institutions | Was always inaccurate or did not enable learners to do such things as understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society | Was sometimes inaccurate or much of the time did not enable learners to do such things as understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society | Was mostly accurate and enabled learners to do such things as understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society | Was always accurate and clearly enabled learners to do such things as understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society |  |
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| VI. Power, Authority, and Governance | Was always inaccurate or did not enable learners to do such things as examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation | Was sometimes inaccurate or much of the time did not enable learners to do such things as examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation | Was mostly accurate and enabled learners to do such things as examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation | Was always accurate and clearly enabled learners to examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation and to analyze forms of government that best fit the human condition |  |
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| VII. Production, Distribution, and Consumption | Was always inaccurate or did not enable learners to do such things as understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed | Was sometimes inaccurate or much of the time did not enable learners to do such things as understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed | Was mostly accurate and enabled learners to do such things as understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed | Was always accurate and clearly enabled learners to understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed |  |
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| VIII. Science, Technology, and Society | Was always inaccurate or did not enable learners to do such things as identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings | Was sometimes inaccurate or much of the time did not enable learners to do such things as identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings | Was mostly accurate and enabled learners to do such things as identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings | Was always accurate and clearly enabled learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings |  |
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| IX. Global Connections | Was always inaccurate or did not enable learners to do such things as explain how interactions among people with different languages, and beliefs can facilitate global understanding or cause misunderstanding | Was sometimes inaccurate or much of the time did not enable learners to do such things as explain how interactions among people with different languages, and beliefs can facilitate global understanding or cause misunderstanding | Was mostly accurate and enabled learners to do such things as explain how interactions among people with different languages, and beliefs can facilitate global understanding or cause misunderstanding | Was always accurate and clearly enabled learners to explain how interactions among people with different languages, and  beliefs can facilitate global understanding or cause misunderstanding |  |
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| X. Civic Ideals and Practices | Was always inaccurate or did not enable learners to do such things as understand the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law | Was sometimes inaccurate or much of the time did not enable learners to do such things as understand the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law | Was mostly accurate and enabled learners to do such things as understand the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law | Was always accurate and clearly enabled learners to understand the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law |  |
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| b. Lesson was well paced (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 or too slow for the group | Mostly paced the lesson so that it was neither too fast for individuals nor too slow for the group | Always paced the lesson well by individualizing instruction and keeping students from falling behind but also kept the group from going too slow |  |
| **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. Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (2,5) | Individuals and groups were never kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was not used to keep students on task, | 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 to keep students on task. | 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 always used (but used sometimes unsuccessfully) to keep students on task. | 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 to keep students on task. |  |
| **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 (1,2,4);A strategy was used to gain the studentsâ€™ 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 studentsâ€™ 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 studentsâ€™ 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 studentsâ€™ 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 studentsâ€™ 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 studentsâ€™ development of critical thinking, problem solving, and performance skills. | | | |
| e. Previous knowledge recalled (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 often debunked 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 debunked common preconceptions that would have hampered learning for understanding. |  |
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| f. Purpose/Objective of the lesson made clear (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 important to know. |  |
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| g. Teacher Input Provided | 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) 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 (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) |  |
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| h. Teacher guided practice was adequate and appropriate (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 not expected to do similar problems on their own |  |
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| i. Repetition of key concepts occurred throughout the lesson (2,4) | No repetition took place | Some repetition took place but no more than the studentsâ€™ natural memory was used to help students learn and remember | Repetition took place and mnemonic devices use to help students learn and remember | Repetition occurred, mnemonic devices were used, chunking and other concepts used to help students learn and remember essential facts and concepts |  |
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| j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6) NCSS 2.1 2.2 | No instructional materials were used | Instructional materials were used (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) but their use was not aligned with the lesson objectives | A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) were used and they were aligned with the lesson objectives | A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, etc.) were used and they were aligned with the lesson objectives and they help to create a â€œhands-on-minds-onâ€ 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 studentsâ€™ 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. (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 |  |
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| l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4) | Open-ended questions were never used, and diverse perspectives were never explored. | Open-ended questions were sometimes used, but 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 studentsâ€™ development of critical thinking, problem solving, and performance skills. | | | |
| m. Higher order thinking skills were used. (4) | Higher levels of Bloomâ€™s Taxonomy such as analysis, application, creating, and evaluation were never reached | Higher levels of Bloomâ€™s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached | Higher levels of Bloomâ€™s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate | Higher levels of Bloomâ€™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 studentsâ€™ development of critical thinking, problem solving, and performance skills. | | | |
| n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (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. (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 or application of the objectives to studentsâ€™ lives or the â€œreal worldâ€ 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 studentsâ€™ development of critical thinking, problem solving, and performance skills. | | | |
| p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8) | Failed to use any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, â€œhands-on/minds-onâ€ 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, â€œhands-on/minds-onâ€ materials, paired students, etc. | An appropriate amount of the following strategies were used so that most of the diverse studentsâ€™ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, â€œhands-on/minds-onâ€ materials, paired students, etc. | An appropriate amount of the following strategies were used so that all of the diverse studentsâ€™ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, â€œhands-on/minds-onâ€ 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 studentsâ€™ 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 & â€œreal worldâ€ problems were integrated into the lesson. (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 â€œreal worldâ€ 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. (2,3) | No IEPâ€™s were referenced, no accommodations were made, and many pathways to learning were not provided | IEPâ€™s were referenced, but no accommodations were made, and many pathways to learning were not provided | IEPâ€™s were referenced, and some accommodations were made, but not enough pathways to learning were provided | IEPâ€™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. (2,3,5) | Individual differences were not addressed | Some instruction built on studentsâ€™ prior knowledge and experiences and some differentiated instruction took place | Instruction clearly built on studentsâ€™ 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 studentsâ€™ differing learning styles. | Instruction clearly built on studentsâ€™ prior knowledge and experiences, and differentiated instruction took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided and they met the needs of the studentsâ€™ learning styles. |  |
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| t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (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, but 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 clearly 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. (2,3,6,10) | 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 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 but examples and illustrations that were inclusive 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 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 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 studentsâ€™ learning and well-being. | | | |
| v. Displayed Enthusiasm. (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. (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. (5,9,10) | Never listened to students and never served as studentsâ€™ advocate | Sometimes listened to students and served as student advocate | Always listened to students when appropriate and sometimes served as studentsâ€™ advocate when determining, for example, that factors in the studentsâ€™ environment outside of school may be influencing the studentsâ€™ life and learning | Always listened to students when appropriate and always served as studentsâ€™ advocate when appropriate (e.g., when determining that factors in the studentsâ€™ environment outside of school may be influencing the studentsâ€™ 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 studentsâ€™ learning and well-being. | | | |
| y. Acted and appeared in a professional manner. (9,10) | 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.  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support studentsâ€™ learning and well-being. | | | |

Bottom of Form

***King’s College Secondary Social Studies Teacher Candidate Observation Rubric***

***Aligned with NCSS Standards and INTASC Principles***

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

Type of Observation (e.g., class presentation, early field exp., student teaching):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Main focus of lesson (circle all that apply): history civics and government geography economics integrated lesson

Rating scale: 1=unsatisfactory (i.e, non of the criteria were met), 2=satisfactory (i.e, some of the criteria were met), 3=superior (i.e, most of the criteria were met), , 4=exemplary (i.e, all of the criteria were met), , NA=not applicable (circle one)

(See grading rubric in Student Teaching Handbook for criteria)

|  |  |  |
| --- | --- | --- |
| ***I. Efficient Use of Instructional Time*** | **Rating** | ***Comments*** |
| *a.* **Appropriate goals and objectives were set *(2,7)*** concerning NCSS:  I Culture and Cultural Diversity  II Time, Continuity, and Change  III People, Places, and Environments  IV Individual Development and Identity  V Individuals, Groups, and Institutions  VI. Power, Authority, and Governance  VII. Production, Distribution, and Consumption  VIII. Science, Technology and Society  IX. Global Connections  X. Civic Ideals and Practices | 1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA  1 2 3 4 or NA |  |
| **b.** **Lesson was well paced** (2) | 1 2 3 4 or NA |
| **c.** **Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively** (2,5) | 1 2 3 4 or NA |
| **II. Instruction** |  |
| **d. Attention gained** (1,2,4) | 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) | 1 2 3 4 or NA |
| **g. Teacher Input Provided** | 1 2 3 4 or NA |
| **h. Teacher guided practice was adequate and appropriate** (2,4) NCSS 1.4 | 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) NCSS 2.1, 2.1 | 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) NCSS 1.4  Open-ended questions were used, diverse perspectives were explored. | 1 2 3 4 or NA |
| **m. Higher order thinking skills were used.** (4) NCSS 1.4 | 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) | 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 |

*The unit’s definition of diversity is simply that in every setting there is diversity because no two people are alike. Thus, in every class there is student diversity – not only in cultural background, but also in motivation, skills for learning, beliefs what learning involves, and preferences for different ways of learning. (McKeachie and Svinciki 2006)*