

**MODEL OF APPROPRIATE PRACTICE**  
**Observation Scoring Rubric**

<b>Domain 1: Planning and Preparation</b>				
<b>INDICATOR</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Accomplished Novice</b>
<b>1A. Demonstrates Knowledge of Content</b>	Candidate has little or no understanding of the content.	Candidate has some understanding of the content.	Candidate adequately understands the content.	Candidate thoroughly understands the content.
<b>1B. Demonstrates Knowledge of Pedagogy</b>	Pedagogy does not include the use of best practices.	Pedagogy is inconsistently comprised of best practices and makes little or no connections within and across the curriculum. Candidate makes little or no use of appropriate technology or uses it inappropriately.	Pedagogy includes some use of best practices and attempts to make appropriate connections within and across the curriculum. Candidate makes some attempts to use appropriate technology.	Pedagogy is consistently comprised of best practices and makes appropriate connections within and across the curriculum. Candidate embraces technology as an essential tool for teaching and learning, selecting and using appropriate technological tools that enhance student learning.
<b>1C. Demonstrates Knowledge of Students and their Learning</b>	Candidate does not build on students' prior knowledge, background, learning styles and interest.	Candidate is able to meet the needs of some students by building on their prior knowledge, background, learning styles and interest.	Candidate meets the needs of most students by building on their prior knowledge, background, learning styles and interest.	Candidate consistently meets the needs of all students by building on their prior knowledge, background, learning styles and interest.
<b>1D. Selects Appropriate Learning Goals</b>	Does not state appropriate learning goals and outcomes	Attempts to state appropriate learning goals and outcomes	Clearly states appropriate learning goals and outcomes	Clearly states appropriate differentiated learning goals and outcomes
<b>1E. Demonstrates Knowledge of Resources</b>	Incorporates inappropriate or no resources for planning and teaching	Attempts to incorporate resources for planning and teaching	Incorporates appropriate resources, including technology, for planning and teaching	Consistently incorporates a variety of appropriate resources, including technology, for planning and teaching
<b>1F. Designs Coherent Instruction</b>	Components are not aligned and do not provide a clear structure.	Attempt is made to align components and provide structure.	Some components are aligned and some structure is evident.	Components are aligned and provide a clear structure of the lesson.
<b>1G. Assesses Student Learning for Planning</b>	Does not include appropriate assessments which are aligned with stated learning goals and outcomes; does not use assessment data in planning instruction	Attempt is made to include appropriate assessments but may not be aligned with instructional goals; use of assessment data is limited	Includes appropriate assessments which are partially aligned with instructional goals with clear assessment criteria and standards; makes some use of assessment data to plan instruction	Includes appropriate assessments which are aligned with instructional goals with clear assessment criteria and standards; consistently evaluates and uses assessment data to plan instruction
<b>Domain 2: The Classroom Environment</b>				
<b>INDICATOR</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Accomplished Novice</b>
<b>2A. Creating an Environment of Respect and Rapport</b>	Disrespectful classroom interactions are addressed inappropriately. Classroom interactions are inappropriate to support an environment for teaching and learning.	Disrespectful classroom interactions are not consistently addressed. Interactions create an environment with some conflict that is not always conducive to teaching and learning.	Classroom interactions are generally respectful and support an environment relatively free from non-productive conflict. Interactions create an environment that is conducive to teaching and learning.	Classroom interactions are respectful and mindful of cultural, cognitive, and ability differences. Interactions encourage an environment conducive to teaching and learning.
<b>2B. Establishing a Culture for Learning</b>	Creates a climate that interferes with learning and positive social interactions by valuing some learners' qualities over others, conveying low expectations of student achievement resulting in minimal student engagement. Excludes segments of the population in the learning process.	Attempts to create a climate that supports learning through: encouraging positive social interaction, conveying moderate expectations of student achievement resulting in inconsistent student engagement. Attempts to include ALL students in the learning process	Creates a climate that supports learning through: encouraging positive social interaction while reflecting an awareness of valuing differences, conveying high expectations of student achievement resulting in moderate student engagement that offers ALL students an equitable opportunity to participate in the learning process	Creates a climate that supports learning through: encouraging positive social interaction that values differences, conveying high expectations of student achievement resulting in high student engagement that offers ALL students an equitable opportunity to actively participate in the learning process.

INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
<b>2C. Managing the Learning Environment</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures exist but are applied inconsistently and have not been established as part of the classroom culture resulting in some loss of instructional time.	Classroom routines and procedures have been established and function with little loss of instructional time.	Classroom routines and procedures that promote learning have been established and function smoothly, maximizing instructional time.
<b>2D. Managing Student Behaviors (attitude, conduct, and academic)</b>	Has not established clear expectations, appears to be unaware of student behaviors, and does not respond to behaviors in appropriate and respectful ways.	Establishes some expectations and demonstrates emerging awareness by attempting to respond to some behaviors in appropriate and respectful ways.	Establishes clear expectations and demonstrates awareness by responding to most student behaviors in appropriate and respectful ways.	Establishes clear expectations and demonstrates awareness of student behaviors by responding in appropriate and respectful ways.
<b>2E: Utilizing Classroom Space</b>	Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. There is a mismatch between use of furniture/equipment and the lesson activities.	Creates a physical environment that is safe, and some essential learning is accessible to all students. The use of furniture/equipment supports most learning activities.	Creates a physical environment that is safe, and learning is accessible to all students. Uses furniture and equipment effectively as a resource for learning.	Creates a safe, flexible physical environment that may extend beyond the classroom and enhances learning for all students through a variety of student-centered activities.
<b>Domain 3: Instruction</b>				
INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
<b>3A. Communicating Clearly and Accurately</b>	When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is appropriate but at times requires further clarification.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is consistently clear, accurate and appropriate for all situations.
<b>3B. Using Questioning and Discussion Techniques</b>	Makes poor use of questioning and discussion techniques, using only recall questions, little meaningful discussion, and limited student participation.	Attempts to use a variety of questioning techniques to probe student thinking and understanding but has difficulty guiding discussion based on students' responses. Engages some students in meaningful discussion and inconsistently incorporates wait time.	Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. Most students are engaged in meaningful discussions.	Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. All students are engaged in meaningful discussions that challenge/expand their perspectives.
<b>3C. Engaging Students in Learning</b>	Uses inappropriate instructional strategies/pacing/technology which results in a lack of engagement and little learning for students throughout lesson.	Attempts to use a variety of instructional strategies/pacing/technology which results in sporadic engagement and learning for students throughout lesson.	Uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout much of lesson.	Understands and consistently uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout lesson. .
<b>3D. Providing Feedback to Students</b>	Feedback to students is very general in nature, and/or is not given in a timely manner. The quantity, frequency, and duration of feedback do not facilitate ongoing improvement.	Feedback to students is given intermittently and/or is often too general to provide students with meaningful, targeted information that encourages ongoing improvement.	Feedback to students is generally timely and is mostly targeted to specific components of work and is given frequently with consideration of ongoing improvement.	Feedback is always timely, relevant, targets specific aspects of students' academic work, and is provided with a professional and supportive demeanor that encourages ongoing improvement.
<b>3E. Demonstrating Flexibility and Responsiveness</b>	Adheres to the instructional plan in spite of poor student understanding or of students' lack of interest. Fails to appropriately respond to student questions. Assumes no responsibility for students' failure to understand.	Attempts to modify the instructional plan as a result of some student misunderstanding or of students' lack of interest. Is inconsistent in responding to student questions. Assumes some responsibility for students' failure to understand.	Makes spontaneous adjustments as needed to instructional plan with adequate effectiveness by responding to students' interest and questions and assumes responsibility for students' failure to understand.	Makes effective spontaneous adjustments as needed to instructional plan and responds to student interests and questions and assumes responsibility for students' failure to understand and uses reflection to make changes in instruction.

<b>Domain 4: Professional Responsibilities</b>				
<b>INDICATOR</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Accomplished Novice</b>
<b>4A. Reflecting on Teaching</b>	Reflection is not evident or limited to a summary of the lesson with no examples of how it can be improved. Effectiveness is based on impression of how well the objectives were achieved. Examples to improve future lessons are not provided.	Reflection is limited to general characteristics of the lesson and examples of how it can be improved. Effectiveness is based on impressions of how well the objectives were achieved. Examples to improve future lessons are subjective or not provided.	Reflection includes characteristics of the lesson and examples of how it can be improved. Improvements are general but are based on the effectiveness of the lesson and supported by evidence on how well the objectives of the lesson were achieved. General examples to improve future lessons are provided.	Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.
<b>4B. Maintaining Accurate Records</b>	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is ineffective or non-existent.	Attempts to begin using a system for maintaining information on student completion of assignments, progress in learning, and/or non-instructional activities.	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is usually effective.	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is effective and efficient.
<b>4C. Communicating with Families</b>	Evidence of providing information to families or attempts to involve them in the instructional program is not provided.	Evidence of compliance with school procedures for communicating with families and efforts to minimally involve families in the instructional program are provided.	Evidence of regular communication with all families and successful involvement of most families in supporting the instructional program is provided.	Evidence of regular communication with all families in various ways, successful involvement in supporting the instructional program, and including them as resource persons within the curriculum is provided. Provides families with information on how to support the instructional program.
<b>4D. Contributing to the School</b>	Evidence of collaboration with others is not found or is insufficient and avoids involvement in school related activities.	Evidence of some collaboration with others is present and participates in some appropriate school related activities.	Evidence of consistent collaboration with others is present and participates in appropriate school related activities.	Evidence of actively seeking opportunities for collaboration is present and actively participates in appropriate school related activities.
<b>4E: Growing and Developing Professionally</b>	Evidence of participation in professional development activities is not present or is insufficient. No attempt is made to seek or use feedback to improve instructional skills.	Evidence of limited participation in professional development activities is present. Attempts to improve instructional skills based on feedback.	Evidence of participation in professional development activities is present. Improves instructional skills based on feedback.	Evidence of actively seeking opportunities for professional development activities is present. Uses feedback and self-reflection leading to continuous improvement in instructional skills.
<b>4F. Showing Professionalism</b>	Evidence of unprofessional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of inconsistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of consistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of role awareness as a professional and as a leader in the school and community

Candidate Signature \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

**COLUMBUS STATE UNIVERSITY/ COEHP  
OBSERVATION SUMMARY REPORT OF TEACHER CANDIDATE**

Candidate: \_\_\_\_\_ Major: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluation # \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Directions: Using pages 2-4, circle the appropriate ratings for the teacher candidate's performance. Then, using the Summary Report (page 1), provide detailed comments highlighting strengths and weaknesses for each section. Finally, conduct a post-observation conference with the teacher candidate to discuss the ratings and areas for improvement.

**Domain 1: Planning and Preparation**

**Comments:**

**Domain 2: The Classroom Environment**

**Comments:**

**Domain 3: Instruction**

**Comments:**

**Domain 4: Professional Responsibilities**

**Comments:**

Candidate Signature \_\_\_\_\_ Evaluator Signature \_\_\_\_\_