

RUBRIC FOR SUPERVISOR OBSERVATIONS

ELEMENT	UNSATISFACTORY (0)	BASIC (2)	PROFICIENT (3)	DISTINGUISHED (4)
<p>KNOWLEDGE OF SUBJECT MATTER (as evidenced through advanced planning and during teaching)</p>	<p>The ST displays little content knowledge by giving several pieces of incorrect information or cannot consistently correct student errors. Several mistakes are made that are not caught.</p>	<p>The ST displays basic content knowledge by struggling to present the lesson in a clear and articulate manner, whether attempting to use traditional or reform methods. The ST does not appear to know much more than the content being taught by not being able to use multiple representations and connections, or struggles to get students actively involved. Largely a traditional lecture-style lesson. Mistakes are made that are not readily caught.</p>	<p>The ST displays solid content knowledge by using multiple representations and connections to mathematics and other subjects in a cursory manner, or struggles to do so. Learning experiences are created that include reform elements such as inquiry and questioning, but the ST often struggles to implement them. It is clear that the ST knows the mathematics being taught very well. If a mistake is made, it is usually caught right away.</p>	<p>The ST displays extensive content knowledge by using multiple representations, connections to mathematics and other subjects, and creating learning experiences where students are actively engaged using inquiry and critical thinking skills through activities and questioning. It is clear that concepts and reasoning are being taught as well as procedures. It is clear that the ST really knows the mathematics being taught, as well as higher levels.</p>
<p>INSTRUCTIONAL PLANNING SKILLS (as evidenced through advanced planning)</p>	<p>The lesson plan is either not present or so poorly written that it is nearly impossible to gain any beforehand understand of what is going to happen during the lesson. It does not appear that the ST is spending sufficient time trying to plan effective lessons.</p>	<p>The lesson plan is not very well-written, either not including the necessary information for a highly effective lesson or the information is written in an inappropriate manner. It is not clear that the ST has given serious consideration to those aspects listed to the right. While the lesson may be well-taught, the lesson plan does not provide the beforehand evidence.</p>	<p>The lesson plan is well-written and includes most of the necessary information for a highly effective lesson. It is clear that the ST has attempted to create a lesson containing those aspects mentioned to the right, but some aspects may be unclear to the reader. If carried out the way it is planned, the lesson should be effective.</p>	<p>The lesson plan is exceptionally well-written and includes all necessary information for a highly effective lesson. It is clear that the lesson plan has been created with student development, learning styles, innovative materials, active engagement, and exceptionalities (including IEP's) in mind. If carried out the way it is planned, the lesson should be effective. It is clear from the lesson plan what will happen during the lesson.</p>
<p>ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS (as evidenced during teaching)</p>	<p>The ST conveys a passive attitude towards students. The ST does not appear interested in helping students out as individuals. Few attempts are made to provide instruction that focuses on student needs. If IEP's are present, the ST does not appear interested in making the appropriate accommodations.</p>	<p>The ST has a positive attitude toward all students as individuals but is reluctant to assist some of them in the learning process. The recognition of diversity in learning is present, but nothing is done to address this need. Few attempts are made to vary instruction based on different approaches to learning, whether IEP's are present or not. If IEP's are present, the ST displays limited knowledge or how to make appropriate accommodations.</p>	<p>The ST has a positive attitude towards all students as individuals and does not shy away from assisting all of them. The ST is aware of the differences among students and attempts to use this awareness to help diverse students learn. Varied approaches to learning are attempted, taking into account the differences in how students learn, whether IEP's are present or not. If IEP's are present, the ST makes appropriate accommodations.</p>	<p>The ST makes all students feel valued, demonstrating a clear understanding of the diverse needs of students and how these needs have been affected through experience, talents, prior learning, language, culture, family, and community. Different approaches to learning are used for students who may learn differently, whether an IEP is available or not. If IEP's are present, the ST willingly makes high quality accommodations.</p>

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<p align="center">MULTIPLE INSTRUCTIONAL STRATEGIES (as evidenced during teaching)</p>	<p>The ST provides activities and assignments that are inappropriate for students, whether in terms of their age or backgrounds. The strategy selected does not actively engage the students internally or externally. When students give feedback, the ST makes no attempt to acknowledge the feedback and make any changes is apparent.</p>	<p>The ST selects one instructional strategy that is appropriate to provide students with an opportunity to construct a correct mathematical understanding of the concepts but cannot seem to adjust the strategy based on student feedback, although an attempt is made. OR, The ST selects multiple instructional strategy but it is questionable as to whether they are appropriate and/or used wisely.</p>	<p>The ST selects appropriate instructional strategies that provide students with the opportunities to construct a correct mathematical understanding of the concepts. Based on student feedback, the ST adapts the strategy but does not take the initiative to provide different instructional strategies.</p>	<p>The ST selects appropriate instructional strategies that provide students with the opportunities to construct a correct mathematical understanding of the concepts. Different instructional strategies are used to enhance student understanding. Based on student feedback, the ST shows confidence in adapting instructional strategies.</p>
<p align="center">ASSESSMENT OF STUDENT LEARNING (as evidenced during teaching)</p>	<p>The ST makes no attempt to assess student achievement or the assessments are completely unmatched with the stated objectives.</p>	<p>The assessment strategies of the ST were unclear from the lesson observed. It appeared as if an attempt at assessment was made, but it was simply unclear or not useful information. The assessments do not clearly match the stated objectives.</p>	<p>The ST uses appropriate assessments as indicated to the right, but it is not clear that the ST is fully aware of what they were doing. Assessment is inadvertent and unplanned, however, it does match the stated objectives.</p>	<p>The ST uses appropriate assessments, both before and after the lesson, to evaluate student achievement of the stated objectives. The ST is aware of the strategies used and uses them purposefully. The ST uses formative assessment throughout the lesson to assess their teaching and summative assessment at the end to determine student achievement.</p>
<p align="center">COMMUNICATION SKILLS (as evidenced during teaching)</p>	<p>The ST's oral and/or written language contains many errors or is not understandable. Statements are unclear or vague and seems to leave the students confused. Questions are of poor quality, either not inviting a response or requiring only a single-word response. Discussions are non-existence.</p>	<p>The ST's oral and/or written language correct, but limited or is not appropriate to students' levels. Few questions are used and discussion is kept to a minimum or it appears as if questions and/or discussions are directed only towards certain students. Little else is used besides oral and written communication.</p>	<p>The ST appropriately uses the communication techniques chosen for the lesson. Oral and written language is clear and correct, but not expressive. Questioning and discussion techniques are used appropriately.</p>	<p>The ST appropriately uses a variety of communication techniques such as oral, written, computers, overheads, calculators, questions, discussion, etc. The ST's oral and written language is appropriate, clear, correct, and expressive. Appropriate and thought-provoking questions are used and adequate wait time is given with an expectation that students will respond. Discussion techniques are utilized, with the students contributing to the discussions appropriately.</p>

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<p>PROFESSIONAL COMMITMENT AND RESPONSIBILITY (as evidences through observation and during teaching)</p>	<p>The ST's appearance is inappropriate. The ST's actions and interactions with students and others are negative or self-serving. The ST cannot seem to adapt to unexpected changes that occurred during the lesson. School policies seem to be circumvented.</p>	<p>The ST's appearance may be questionable in a professional setting or for the school atmosphere. The ST's actions and interactions with students and others are questionable and should be rethought. The ST had trouble adapting to unexpected changes that occurred during the lesson, needing direction and prompting from others. School policies seem to be downplayed.</p>	<p>The ST's appearance is professional and appropriate for the school atmosphere. The ST's actions and interactions with students and others are professional and friendly. The ST had a little trouble adapting to unexpected changes that occurred during the lesson, needing direction or prompting from someone else. School policies seem to be closely followed.</p>	<p>The ST's appearance is professional and appropriate for the school atmosphere. The ST's actions and interactions with students and others are professional and friendly. The ST adapts to any unexpected changes that occurred during the lesson with absolute self-confidence, without direction or prompting from anyone. School policies seem to be closely followed.</p>
<p>REFLECTION (as evidenced through reflection journal and post-observation conference)</p>	<p>The ST does not seem interested in reflecting on the effectiveness of the lesson. OR, No reflection journal is provided to the observer.</p>	<p>The ST does little to provide insights into assessing the lesson's effectiveness, needing to be shown examples that stimulate reflection. OR, The ST provides the observer with a reflection journal that is simply a list of daily activities. No evidence is provided that the ST is attempting to make adjustments, where needed, based on reflection.</p>	<p>The ST provides insights into assessing the lesson's effectiveness and cites specific examples. The ST provides the observer with a reflection journal showing consistent reflection (not a list) on the daily activities. Evidence exists that the ST is attempting to make adjustments, where needed, based on reflection.</p>	<p>The ST provides thoughtful and accurate insights into assessing the lesson's effectiveness by citing specific examples of what happened during the lesson. The ST provides the observer with a reflection journal showing consistent reflection (not a list) on the daily activities and the teaching process in general. Evidence exists that the ST is making adjustments, where needed, based on reflection.</p>
<p>CLASSROOM MOTIVATION AND MANAGEMENT SKILLS (as evidenced during teaching)</p>	<p>The classroom is replete with disrespect and an uncaring attitude. A negative learning environment exists. The students do not listen to the ST or the ST ignores student misbehavior on a consistent basis. The ST is highly disorganized and is unable to manage the resources and tasks of the day. Students are mostly off task. ST is mostly unaware of what students are doing.</p>	<p>A neutral learning environment exists. While mutual respect and trust is not necessarily evident, neither are consistent signs of disrespect and animosity. The classroom feels like it is simply a place where the ST and students meet for a period of time. The ST seems disorganized and has difficulty managing instructional activities or groups. There is no attempt to prevent misbehavior or the ST seems quite unaware of what students are doing.</p>	<p>A positive learning environment exists in the class. There is mutual respect and trust between students and ST, with no general excitement existing about learning together from either party. The ST is well organized. Most students are engaged in the learning process. The ST is alert to student behavior the majority of time and monitors this behavior subtly, with preventative measures taken.</p>	<p>The ST maintains a constant positive learning environment. There appears to be mutual respect and a high level of trust between students and the ST. The students appear to enjoy learning with the ST, and the ST shares this joy. The ST appears to be extremely well organized and is productive at managing all resources and tasks. Management of any groups or individuals is done so properly. Monitoring of student behavior is subtle and preventative. Student behavior issues are dealt with.</p>

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FOSTERS RELATIONSHIPS (as evidenced by reflective journal)	The ST does not attempt to be cordial to other educators and certainly does not exchange ideas with them. The ST has not made any parent/guardian contact and avoids these situations. The ST does not use any of the available opportunities outside of the classroom to interact with parents or other members of the community.	The relationship between ST and other educators is a cordial one but not one in which an exchange of ideas usually takes place. The ST is reluctant to contact parents or guardians, but does so when told. The ST rarely uses the available opportunities outside of the classroom to interact with parents or other members of the community.	The ST maintains a cooperative relationship with other educators in which there is an occasional sharing of ideas to use in the classroom. The ST makes some contacts with parents or guardians. The ST uses some of the available opportunities outside of the classroom to interact with parents or other members of the community.	The ST shows evidence of actively seeking and sharing with other educators for ideas to use in the classroom. The ST shows evidence that they are consistently communicating with parents or guardians concerning student progress. The ST makes numerous contacts, in conjunction with cooperating teacher, or alone if allowed. The ST consistently uses available opportunities to get involved in the school outside of the classroom and to interact with parents or other members of the community.

NOTE: For the evaluation of the mathematical process and content standards, the “NA” on the observation form will be marked if the observer believes that the process or content standard was not a part of the lesson observed for good reason. Otherwise, the following rubric will be used to determine the extent to which the student-teacher demonstrates proficiency in each standard. Keep in mind that just because you may not be teaching a course labeled “geometry,” that doesn’t mean that the lesson didn’t contain (or shouldn’t have contained) geometric concepts. With respect to the process standards, most lessons will most likely involve most of them!

N/A	Unsatisfactory	Basic	Proficient	Distinguished
The lesson, for good reason, did not afford the student-teacher the opportunity to demonstrate proficiency in the standard.	Inappropriately or superficially demonstrates proficiency. The student-teacher has shown a level of knowledge in the standard that is questionable, making mistakes without understanding that they are mistakes, and shows no confidence that they can work within the standard. OR The standard should have been addressed but was not.	Sometimes and adequately demonstrates proficiency. The student-teacher has shown a basic level of knowledge in the standard, struggling to show confidence using this knowledge in a teaching situation. The standard was properly addressed, but done so in a shaky manner, or making several errors, whether catching them or not.	Consistently and thoroughly demonstrates proficiency. The student-teacher has shown an appropriate level of knowledge in the standard and has shown the ability to use this knowledge in a teaching situation. The standard was properly addressed, in a confident manner. If mistakes were made, they were few, being caught and corrected in a timely manner.	Extensively and outstandingly demonstrates proficiency in the standard. The student-teacher has shown a high-level of knowledge in the standard and has shown outstanding ability to use this knowledge in a teaching situation. The student-teacher seems to be working with complete confidence, making virtually no errors.