

**Defiance College
Pre-Service Teacher Observation Rubric**

Candidate/Intern:

College Supervisor:

Mentor Teacher:

School:

Grade:

Date of Observation:

Observation #:

Date of Conference:

Video #:

Score of 3

In order to earn a score of 3, the candidate must demonstrate 2 or more teacher behaviors that successfully addresses the standard for evidence.

Score of 2

In order to earn a score of 2, the candidate must demonstrate 1 teacher behavior that meets the standard for evidence.

Score of 1

In order to earn a score of 1, the candidate attempts to address the standard for evidence but is unsuccessful.

Score 0

In order to earn a score of 0, the candidate does not attempt to address the standard for evidence.

Candidate Score: _____

Standard #1: Understanding of Student Learning and Development; Respect of Diverse Students

Criterion (OTS Element)	OTS Indicator	DEFIANCE COLLEGE T.E.P. STANDARD FOR EVIDENCE	SCORE	EVIDENCE
Candidate/intern expects that all students will achieve to their full potential.	1.3.	1.2 The candidate/intern models a belief that all students can learn and is persistent in their efforts to ensure student success.		
	1.4.b 5.1.a,5.1.b	1.4 The candidate/intern avoids the use of bias, stereotypes, and generalizations in the classroom.		
	1.4.c 5.1.a,5.1.c	1.5 The candidate/intern builds relationships with students by establishing rapport and demonstrating value for each student as an individual.		

Standard #2: Knowledge and Understanding of Content

Criterion (OTS Element)	OTS Indicator	DEFIANCE COLLEGE T.E.P. STANDARD FOR EVIDENCE	SCORE	EVIDENCE
Candidate/Intern knows the content they teach and uses their knowledge of content-specific concepts, assumptions and skills to plan instruction.	2.1.b	2.1 The candidate/intern demonstrates accurate knowledge of the content-area concepts and skills.		
	2.1.c	2.2 The candidate/intern identifies the developmental sequencing of the content being taught by linking the current instruction with students' prior and future knowledge.		
	2.2.b	2.3 The candidate/intern engages students in the development of content knowledge.		
Candidate/intern understands the relationship of knowledge within the content area to other content areas and/or to relevant life experiences and career opportunities.	2.4.a 2.5.a	2.4 The candidate/intern makes relevant content connections between disciplines and/or facilitates learning experiences designed to connect content to real-life situations and careers.		

Standard #3: Understanding and Use of Varied Assessments to Inform Instruction and to Evaluate and Ensure Student Learning

Criterion (OTS Element)	OTS Indicator	DEFIANCE COLLEGE T.E.P. STANDARD FOR EVIDENCE	SCORE	EVIDENCE
Candidate/Intern selects, develops and uses a variety of diagnostic, formative and summative assessments.	3.2.a	3.1 The candidate/intern links content and instruction to assessments to ensure students understand what they are expected to achieve.		
Candidate/intern collaborates and communicates student progress with students, parents and colleagues.	3.4.a	3.2 The candidate/intern defines assessment criteria and standards and relates this information to the students.		
Candidate/intern involves learners in self-assessment and goal setting to address gaps between performance and potential.	3.5.b	3.3 The candidate/intern provides students with opportunities to assess or articulate the knowledge they have gained.		

Standard #4: Plans and Delivers Instruction that Advances the Learning of Individual Students

Criterion (OTS Element)	OTS Indicator	DEFIANCE COLLEGE T.E.P. STANDARD FOR EVIDENCE	SCORE	EVIDENCE
Candidate/intern communicates clear learning goals and explicitly links learning activities to those defined goals.	2.3.a, 4.3.1	4.2 The candidate/intern provides students with clear learning objectives for the lesson.		
	4.3.b	4.3 The candidate intern relates the connection between the learning activities and the objectives of the lesson.		
Candidate/intern applies knowledge of how students think and learn to instructional design and delivery.	4.4.c,4.4.d	4.4 The candidate/intern implements instructional activities in a logical sequence designed to help students acquire content skills and concepts.		
Candidate/Intern differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	4.5.b	4.5 The candidate/intern uses developmentally appropriate, flexible grouping during the lesson to support the needs of all students.		

Candidate/Intern creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers.	4.6.b	4.7 The candidate/interns uses effective, purposeful questioning techniques during instruction.		
Candidate/Intern uses resources effectively, including technology, to enhance student learning.	4.7.a	4.8 The candidate/intern effectively uses appropriate resources to support the needs of students.		
	4.7.b	4.9 The candidate/intern effectively uses technology appropriate for their discipline.		
	4.7.c	4.10 The candidate/intern effectively supports students in their use of technology.)		

Standard #5: Creates Learning Environments that Promote High Levels of Learning and Achievement for all Students

Criterion (OTS Element)	OTS Indicator	DEFIANCE COLLEGE T.E.P. STANDARD FOR EVIDENCE	SCORE	EVIDENCE
Candidate/Intern creates an environment that is physically and emotionally safe.	5.2.b,c	5.2 The candidate/intern uses a variety of classroom management techniques to create a learning environment that accommodates all students. <i>(Level 3)</i>		
	5.3.a	5.4 The candidate/intern uses instructional strategies designed to foster student enthusiasm for and curiosity about the discipline.		
Candidate/Intern motivates students to work productively and assume responsibility for their own learning.	5.3.c	5.5 The candidate/intern encourages self-directed learning.		
	5.4.a	5.6 The candidate/intern uses flexible learning situations, such as independent, small group and whole class.		
Candidate/intern creates learning situations in which students work independently, collaboratively and/or as a whole class.	5.4.c	5.7 The candidate/intern offers students opportunities for independent practice with and reflection on new content and skills.		

	5.5.a	5.8 The candidate/intern begins class purposefully.		
Candidate/intern maintains an environment that is conducive to learning for all students.	5.5.b	5.9 The candidate/intern has smooth, meaningful transitions between learning activities.		
	5.5a,5.5.b	5.10 The intern makes effective use of all instructional time.		