



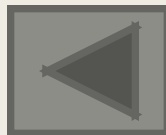
The CSULB College of Education  
*presents*

# Observation Tool Calibration Training



# Materials

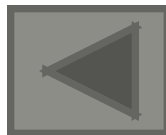
- [Student Teacher Observation Rubric](#) (6 pages)
- [“Quick Glance” Summary document](#) (1 page)
- [Lesson Plan provided](#) (1 page)
- Highlighter(s)
- Pencil
- Sound availability on your electronic device





# Objectives

- Provide an Overview of Observation Rubric Components
- Calibration Practice for:
  - *Lesson Design and Assessment*
  - *Lesson Implementation and Assessment*
  - *Classroom Management and Environment*
- Expectations For Use of Observation Tool



# Observation Rubric



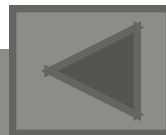
## CALIFORNIA STATE UNIVERSITY, LONG BEACH MULTIPLE SUBJECT CREDENTIAL PROGRAM

Candidate Name: \_\_\_\_\_ University Supervisor/Master Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

| RUBRIC GUIDELINES   |   |  |  |  |
|---|---|--|--|--|
| Not Appropriate for this Lesson   | (1): Not Proficient   | (2): Developing  | (3): Proficient  | (4): Advanced Proficient   |
| The identified skill was <i>not appropriate</i> for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience. | The <i>not proficient</i> student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill. | The <i>developing</i> student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis. | The <i>proficient</i> student teacher is effective in applying the skill most of the time at a basic implementation level. | The advanced <i>proficient</i> student teacher is effective in applying the skill at a near mastery level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular culturally relevant pedagogical practices). |

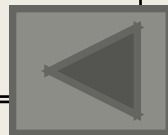


| PROFESSIONALISM  |  |   |   |
|--|--|---|---|
| (1): Not Proficient  | (2): Developing  | (3): Proficient   | (4): Advanced Proficient  |
| Scores in the shaded areas require immediate consultation with Program Coordinator                         |  |   |   |
| 1 Does not arrive on-time, prepared, and/or appropriately dressed.   | Rarely arrives on-time, prepared, and/or appropriately dressed.  | Generally arrives on-time, prepared, and appropriately dressed.   | Always arrives on-time, prepared, and appropriately dressed. (TPE 6.5)  |
| 2 Reflection on performance has not been observed.   | Conducts limited reflection on performance with prompts from peers or mentors.   | Conducts reflection on performance that is evidence-based, either alone or in collaboration with peers and mentors.   | Conducts regular reflection on performance that is evidence-based in collaboration with peers and mentors. (TPE 6.6, 6.1, 6.3)  |
| 3 No goal setting meetings have occurred with Master Teacher or University Supervisor.                     | Meets with Master Teacher and University Supervisor when prompted but conversation may or may not be goal-oriented.        | Meets regularly with Master Teacher and University Supervisor to set goals.   | Meets regularly with Master Teacher and University Supervisor to set goals. (TPE 6.3)   |
| 4 Does not communicate or collaborate with any stakeholders.   | Communicates with a limited number of stakeholders.  | Communicates and collaborates effectively with a limited number of stakeholders.  | Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, and community members) and accesses resources for support. (TPE 2.4, 5.6, 6.4) |
| 5 Does not model ethical conduct of teaching professionals, including use of technology and digital media. |  |   | Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media.   |
| 6 Does not engage with parents.  | Engages with parents only during site or classroom expected events (Back to School Night, parent conferences, Open House). | Parent engagement reaches beyond the expected site and classroom events (Back to School Night, parent conferences, Open House) with a limited number of group emails or class newsletter. | Seeks out multiple opportunities to engage with parents beyond typical site and classroom events (Back to School Night, parent conferences, Open House). (TPE 1.2, 2.6, 5.3, 5.5, 6.4)                  |



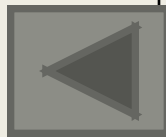
# Observation Rubric Scoring Guide

| RUBRIC GUIDELINES  |  |   |   |   |
|--|--|---|---|---|
| Not appropriate for this lesson  | (1): Not Proficient  | (2): Developing   | (3): Proficient   | (4): Advanced Proficient  |
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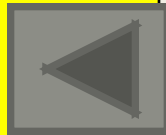
# Understanding the Scoring Guidelines

| RUBRIC GUIDELINES  |  |   |   |   |
|--|--|---|---|---|
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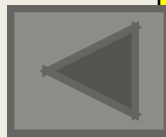
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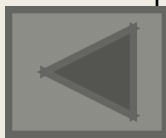
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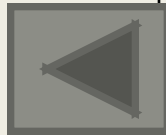
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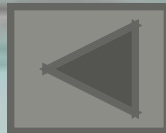
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# Common Scoring Errors

- Overinflating scores early in the student teaching experience
- Feeling guilty that the student teacher doesn't consistently get "advanced proficient" each week
- Allowing too many "not appropriate for this lesson" scores



# Observation Tool Features

Sample

|  |  |   |  |
|--|--|---|--|
| Academic vocabulary is incorrectly identified or may have been used inappropriately.   | important content and/or skills. Academic vocabulary is identified or may have been used inappropriately.  | matter, details appropriate content and skills, and identifies some academic vocabulary and/or utilizes appropriate subject specific instructional strategies.  | and skills, and utilizes appropriate subject-specific instructional strategies. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4) |
| Written lesson plan lacks clarity, is not standards-based, and/or is missing several design elements.  | Written lesson plan is mostly clear and standards-based, but may be missing minor design elements.   | Written lesson plan is clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts). (TPE 1.4, 1.7, 3.1, 4.8) |  |
| Lesson plan has an objective that is either missing components or has major errors in alignment to grade level standards or rigor.                     | Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) which may have minor errors in alignment to grade level standards or rigor.                         | Lesson plan includes one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways. (TPE 3.4, 5.1)                |  |
| Lesson plan includes an attempt to include assessment but the assessment tool will not allow for data gathering about student progress or achievement. | Lesson plan includes assessment (that will result in data gathered about student progress or achievement) but may not be easily identified in the plan as a means for formative and/or summative assessment. | Lesson plan includes a detailed, step by step approach to the instructional sequence aligned with the objective/learning target throughout the lesson. (TPE 3.1, 3.2, 4.4)                            |  |

Each competency is numbered.

| LESSON IMPLEMENTATION           |   |   |   |
|---------------------------------|---|---|---|
| Not Appropriate for this Lesson | (1): Not Proficient   | (2): Developing   |   |
| 18                              | No materials were prepared for the lesson.  | Limited preparation of materials is evident and the success of the lesson may be inhibited by the lack of materials or use of materials.  | Materials not included in lesson plan.  |
| 19                              | Objective/Learning Target is absent in lesson delivery.   | Objective/Learning Target is not clearly communicated to students.  | Objective/Learning Target is not clearly communicated to students.  |
| 20                              | Lesson is not taught to specified standards or with major inaccuracies in teacher's understanding of the content.         | Lesson is taught with specified standards but may be misaligned to the appropriate level of rigor, and have minor inaccuracies in teacher's understanding of content.                   | Lesson is taught in alignment with specified standards but may be misaligned to the appropriate level of rigor or have minor inaccuracies in teacher's understanding of content.                |
| 21                              | Off-topic conversation, illogical order of delivery of content, and lack of modeling causes the lesson to be ineffective. | Off-topic conversation, illogical order of delivery of content, or lack of modeling impedes with student understanding of the content or task.  | Instruction remains mostly aligned to the objective/learning target throughout the entire lesson and/or missing aspects of modeling of content leads to minor student misunderstanding.         |
| 22                              | Attempts to appropriately pace all aspects of instruction within the lesson are not evident.                              | Appropriate pacing is attempted but speed may inhibit the teacher's ability to include all aspects of the planned instructional strategies and/or inhibit student attention/engagement. | Appropriate pacing is used during most of the lesson which results in an adequate amount of student engagement and most instructional goals being met during the time allocated for the lesson. |
| 23                              | No questioning or active participation strategies are used during the lesson.   | Questioning is attempted and/or minimal active participation strategies are used during the lesson.   | Questions that promote critical thinking are included in the lesson and effective active participation (overt/covert and engagement/data-gathering) strategies are successfully utilized.       |

UDL principles are highlighted.

The TPE elements are identified.

"Not appropriate for this lesson" is sometimes an option.

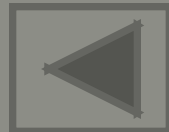
There is an area for brief notes or tally marks.



# Calibration Activity

## Part I:

## Lesson Design and Assessment



### Working with Colleagues:

1. Pause the slide deck
2. [Review beginning teacher lesson plan](#)
3. Individually, score beginning teacher on rubric in the following category:
  - *Lesson Design and Assessment*
4. Collect & share scores
5. Discuss areas of misalignment

### Working by Yourself:

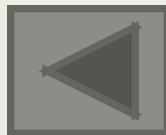
1. Complete steps 1-3 above
2. Go to slide #19 to compare scores with me
3. Refer to specific line item slides for areas of misalignment.



# Start Calibration Activity

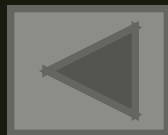
- 1) Pause the training
- 2) Read through the lesson plan provided
- 3) Score lines 7-17 on the Observation Rubric
- 4) Come back to the slide deck to compare your thoughts with mine.

[Click here to access the lesson plan.](#)



# **PAUSE TRAINING**

**Warning: Do not advance slide until you have independently scored the lesson plan.**



# Let's share our scores!

This slide gives an overview of the scores I gave for lines 7-17.

Line 7: 3.5

Line 13: 1.5

Line 8: 4

Line 14: 3

Line 9: 4

Line 15: 4

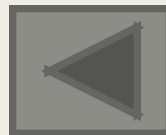
Line 10: 3.5

Line 16: 3

Line 11: 3.5

Line 17: 4

Line 12: 4

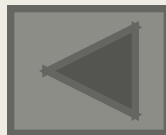




## Line 7: Understanding grade level subject matter

### Language of Rubric:

- 4: Lesson plan demonstrates comprehensive understanding of grade level subject matter, content and skills and utilizes appropriate subject specific instructional strategies. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary.



### My thoughts:

- The lesson plan is clearly aligned to the grade level specific standards and the skills described are appropriate for the subject. However, I think there was a slight missed opportunity to explicitly teach the academic vocabulary related to the content.



Score: 4

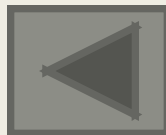
# Line 8: Lesson plan is standards-based and has all design elements

## Language of the Rubric:

- 4: Written lesson plan is clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts).

## My thoughts:

- The lesson plan all instructional elements included. There is variety in the way information will be presented. The teacher will model, the students will work with a partner and independently, watch a related video, and utilize a notebook to take notes.



# Score: 4

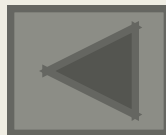
## Line 9: Includes an appropriate 3-part objective

### Language of the Rubric:

- 4: Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) that is appropriately aligned to grade level standards and level of cognition matches the rigor of the proving behavior.

### My thoughts:

- This lesson plan has a “learning target” concept instead of a traditional instructional objective. That’s okay. No matter what it is titled or the template in which it is written, all lesson plans should have a goal for instruction that will include the content that will be learned that day, the level of thinking that is required by the student to accomplish the goal, and evidence or proving behavior that the teacher can use to determine student success. The learning target stated here has all components.



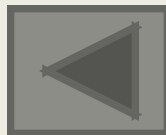
## Line 10: Plans for formative and summative assessment

### Language of Rubric:

- 3: Lesson plan includes assessment (that will result in data gathered about student progress or achievement) but may not easily identified in the plan as a means for formative and/or summative assessment.

### My thoughts:

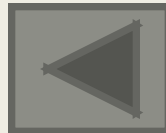
- The plan had many problems for the students to solve throughout lesson that can be used for formative assessment but it wasn't until the end of the lesson that I was able to make that connection. The teacher eventually stated they'd be using white boards. I would have liked to see the teacher's plan to assess throughout the lesson plan.



## Line 11: Includes logical steps for instruction

### Language of Rubric:

- 3) Lesson plan includes steps within the instructional sequence aligned with the lesson objective and appropriate task analysis.
- 4) Lesson plan includes a detailed, step by step approach to the instructional sequence aligned with the lesson objective and appropriate task analysis that acknowledges a pre-assessed connection to and respect for students' prior knowledge, background and experiences.



### My thoughts:

- Because a score of a 4 expects acknowledgement of a pre-assessed connection and respect for student prior knowledge related to the content, I didn't feel that I could give a score of 4. I do, however, believe that the lesson is sequenced appropriately and provides a detailed approach to task analysis.



# Score: 4

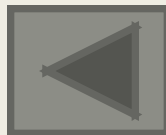
## Line 12: Plans active participation strategies and opportunities to model instruction

### Language of the Rubric:

- 4: Includes various plans for engaging students and checking for understanding through the use of active participation and includes in-depth teacher and student modeling of content/behavior.

### My thoughts:

- The nature of this lesson design template allows the teacher natural opportunities to engage the students throughout the lesson and offers multiple opportunities for both teacher and student modeling. The completed lesson plan thoroughly explained how this would be achieved.



# Score: 1.5

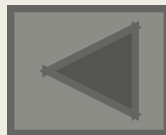
## Line 13: Plans for differentiation

### Language of Rubric

- 2: Lesson plan attempts differentiated instruction (materials and/or proving behavior) for English Learners or at least one other identified subgroup but the strategy utilized is inappropriate for the specific student need.

### My thoughts:

- By first glance, I did not see any attempt to include opportunities for differentiation within the lesson plan. At closer look, I noticed that the teacher provided “harder problems” and supplemental work for “early finishers” but I wouldn’t say this was explicitly linked to differentiation planning. Therefore, I would say the word “attempts” in the rubric allowed me to move from a 1.0 to a 1.5.



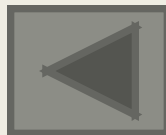
## Line 14: Plans for critical thinking opportunities for students

### Language of Rubric

- 3: lesson plan explicitly includes at least one opportunity for students to actively think critically.
- 4: Lesson plan explicitly includes multiple opportunities for students to think critically and offers variations on how students may express their thoughts

### My thoughts:

- This lesson plan definitely has at least one opportunity for students to think critically. However, It does not give the students variation on how they can express their thoughts. All lesson activities call for just one mode for output.





# Score: 4

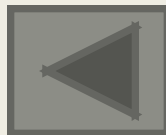
## Line 15: Includes opportunities for students to work collaboratively

### Language of Rubric:

- 4: Lesson plan includes opportunities for students to work collaboratively and appropriate time is allocated for student collaboration to meet the desired expectation

### My thoughts:

- The lesson template lends itself to thorough planning of collaboration. Through the "We Do It" and the "You Do It Together" sections of the lesson plan, the students get ample opportunity to purposefully work collaboratively.



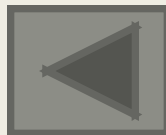
## Line 16: Lessons are planned based on specific student needs

### Language of Rubric

- 3: Lesson objectives and instructional strategies are based on general student learning needs as determined solely through standards documents, district unit/lesson guides, and/or textbook guidelines.

### My thoughts:

- This is a difficult concept to assess in this “simulated” calibration scenario. Typically, the Master Teacher will know the students well and be able to easily determine if the lesson plan has been developed with their needs in mind. However, this lesson IS based on the CCSS standards and the district’s lesson guidelines and uses the district adopted textbook.



Score: 4

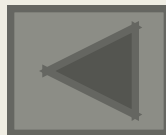
# Line 17: Plans to use appropriate technology during instruction

## Language of the Rubric:

- 4: Lesson plan incorporates multiple aspects of appropriate and available technology (includes assistive technology).

## My thoughts:

- The teacher has specifically designed this lesson to incorporate multiple aspects of technology. In addition to utilizing the YouTube video referenced, the students will also be using their Chromebooks and the teacher will be using a timer and electronic random number generator.



# Calibration Activity

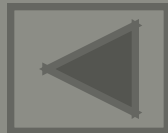
## Part II:

- Lesson Implementation and Assessment

- Classroom Management and Environment

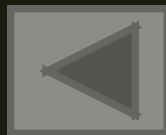
1. Pause the training
2. Watch beginning teacher video
3. Independently, score beginning teacher on rubric in remaining two categories
  - *Lesson Implementation and Assessment (Lines 18-29)*
  - *Classroom Management and Environment (Lines 30-34)*

[Click here to start the video.](#)



# **PAUSE TRAINING**

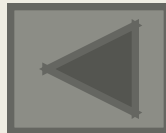
**Warning: Do not advance slide until you have independently scored the lesson implementation and classroom management using the video provided.**



# Let's share our scores!

This slide gives an overview of the scores I gave for lines 18-29.

|          |     |          |     |
|----------|-----|----------|-----|
| Line 18: | 4   | Line 24: | 4   |
| Line 19: | 4   | Line 25: | 4   |
| Line 20: | 4   | Line 26: | 4   |
| Line 21: | 4   | Line 27: | 4   |
| Line 22: | 2.5 | Line 28: | 3.5 |
| Line 23: | 4   | Line 29: | 3.5 |



# Let's share our scores!

This slide gives an overview of the scores I gave for lines 30-34.

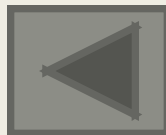
Line 30: 4

Line 31: 4

Line 32: 4

Line 33: 4

Line 34: 4



# Score: 4

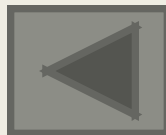
## Line 18: Prepares and utilizes materials effectively

### Language of the Rubric:

- 4: Materials (including various student resources) are prepared, utilized effectively, and provide options for student action and expression.

### My thoughts:

- The teacher is very specific in identifying the multitude of materials that are available to students. These include spiral notebooks (and looking at past notes), use of colored pens for different reasons, white boards, and exit slips. Also, the doc camera and video are cued and ready.





# Score: 4

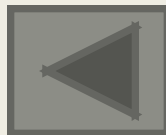
## Line 19: Clearly communicates the objective to students and revisits objective throughout instruction

### Language of the Rubric:

- 4: Objective/Learning Target is clearly communicated to all students and students interact with the objective/learning target throughout the lesson.

### My thoughts:

- The teacher begins with chorally reading the learning target aloud with students. He spends time explaining the target and its relationship with past learning and real-life connections. The students then use a simplified version in their notebooks and he circles back to the target at the end of the lesson as well.



# Score: 4

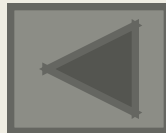
## Line 20: Aligns instruction to specified standards and appropriate level of rigor

### Language of the Rubric:

- 4: Lesson is taught in alignment with specified standards and teacher's understanding of content is accurate in all areas of lesson delivery.

### My Thoughts:

- The teacher is very comfortable talking about the standards and the connection this lesson has to the grade level expectations. He articulates the prior knowledge that is needed to be successful in the learning target and provides differentiated support for all learners to achieve the goal.



# Score: 4

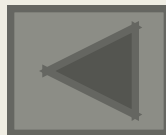
Line 21: Aligns instruction to objective, the prescribed model of teaching, and includes in-depth modeling of content or behavior

## Language of the Rubric:

- 4: Instruction remains aligned to the objective/learning target throughout the entire lesson and includes in-depth teacher and/or student modeling of content and/or behavior as appropriate to the lesson design structure.

## My thoughts:

- The teacher is using explicit verbal cues that allow the lesson to flow from “I do” to “we do” to “you do” statements. This allows the teacher and students to know exactly when he is modeling and/or when the students are practicing.



# Score: 2.5

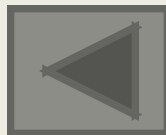
## Line 22: Paces the lesson appropriately to meet instructional goals planned

### Language of the Rubric:

- 2: Appropriate pacing is attempted but speed may inhibit the teacher's ability to include all aspects of the planned instructional strategies and/or inhibit student attention/engagement.
- 3: Appropriate pacing is used during most of the lesson which results in an adequate amount of student engagement and most instructional goals being met during the time allocated for the lesson.

### My thoughts:

- I felt like the lesson was a bit long. The lesson had a lengthy video included. Although the video was effective, that combined with the number of modeled problems seemed extensive. Many of the students knew what they were doing early on. I am wondering if this could have included a shorter whole group session and more time for small group instruction.



# Score: 4

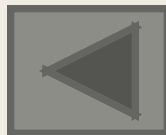
Line 23: Asks questions that promote critical thinking of all students and uses effective active participation strategies

## Language of the Rubric:

- 4: A variety of critical thinking questioning strategies and multiple, effective active participation (overt/covert and engagement/data-gathering) are used throughout the lesson

## My thoughts:

- The teacher uses effective questioning strategies but also consistently utilizes a variety of active participation strategies (both covert and overt) to engage students and check for understanding. These include white boards, notebooks, partner talk, and pop cubes.



# Score: 4

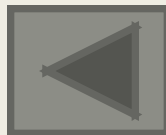
## Line 24: Implements formative assessment strategies to monitor learning and adjust instruction accordingly

### Language of the Rubric:

- 4: Formative assessment strategies are successfully utilized to monitor student learning and the data is used immediately to effectively make adjustments to the instruction. Adjustments include graduated levels of support for practice and performance.

### My thoughts:

- This is definitely one of the teacher's strongest areas of instruction. He is constantly providing opportunities where he can monitor learning and adjust instruction immediately as needed. His adjustments also include graduated levels of support for practice and performance.



# Score: 4

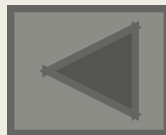
## Line 25: Involves students in self-assessment practices

### Language of the Rubric:

- 4: Involves students in self-assessment and is evident by students showing clear procedures for monitoring success criteria toward the objective/learning target.

### My thoughts:

- “Pop Cubes” strategy is used during the lesson for students to self-assess. He also solves the problem in front of the class and students are encouraged to correct their work and reflect on next steps.



# Score: 4

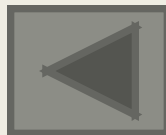
## Line 27: Utilizes effective and appropriate technology during instruction

### Language of the Rubric:

- 4: Effectively implements appropriate and available technology (including assistive technologies as appropriate) to enhance the learning experience.

### My thoughts:

- Although much of the video utilized by the teacher was cut out of this training, his ability to effectively implement technology is fantastic. In addition to the online modeling video, the teacher also uses an electronic random student selector and the document camera seamlessly. He is able to manipulate the technology back and forth between formats.





# Score: 3.5

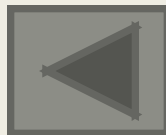
## Line 28: Connects instruction to real-life contexts, personal interests of students, and across curricular areas

### Language of the Rubric:

- 4: Connections to real-life contexts and personal interests is evident and appropriate for all students and opportunities for cross-curricular connections is articulated and understood by students.

### My thoughts:

- Very early on in the lesson, the teacher does a great job connecting decimals to how they are used in real-life. He even gives predictors on how decimals will be used in future science classes as a cross-curricular connection. However, I see this as still “limited.” I would have liked to see the teacher create more opportunities for these connections throughout the lesson.

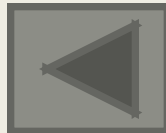


# Score: 3.5

## Line 29: Exhibits positive dispositions to all students and has an equitable learning environment

### Language of the Rubric:

- 4: Consistently exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and excels in purposely provided experiences (i.e. differentiation, culturally relevant pedagogy) for an equitable learning environment in all areas including gender, race, culture, religion, and academic achievement



### My thoughts:

- The teacher has a fantastic relationship with all students. He is encouraging and positive in all aspects of his teaching practices. He also gave many opportunities for choice and differentiated support. However, the rubric calls for explicit teaching related to culturally relevant pedagogy to earn a 4. Incorporating Culturally Relevant Pedagogy would be a great next step for this teacher to incorporate into his teaching practices.



# Score: 4

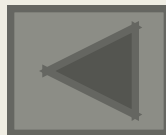
## Line 30: Teaches, reteaches, and reinforces rules, procedures, and routines

### Language of the Rubric:

- 4: Teaches, reteaches, and reinforces rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced

### My thoughts:

- Throughout the lesson, the teacher utilizes procedures and routines that are standard practice in his classroom. We know this because the teacher does not need to reteach the procedure or routine in the moment. With simple reminders, the students know exactly what to do.



# Score: 4

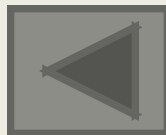
Line 31: Applies appropriate reinforcement techniques (structure, approximation, extinction, and consequences) as needed

## Language of the Rubric:

- 4: Always applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences).

## My thoughts:

- This line item calls out four specific strategies related to reinforcement theory. He addresses them in the following way:
  - ✓ Structure refers to the way he sets up his room and student groupings
  - ✓ Approximation refers to the teacher being able to tell students what is right about their answer before correcting what is wrong
  - ✓ Extinction refers to having to ignore unwanted behaviors
  - ✓ Consequences refers to holding students accountable for expected behaviors



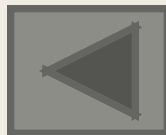
## Line 32: Implements proactive and positive classroom management techniques

### Language of the Rubric:

- 4: Always Implements proactive and positive classroom management techniques that thoughtfully minimizes threats and distractions and facilitates coping skills and strategies

### My thoughts:

- The difference between a 3 and a 4 on the rubric specifically calls out language and expertise related to Universal Design for Learning (UDL). The teacher, not only, always implements proactive and positive classroom management techniques, he is also thoughtful and purposeful at providing skills and strategies for coping with difficult concepts (both academically and with behavior)



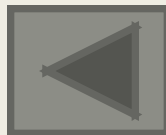
## Line 33: Implements successful strategies for motivation

### Language of the Rubric:

- 4: Implements multiple, appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest).

### My thoughts:

- Using motivation strategies in the classroom can fall into four categories. This teacher successfully utilizes all four by:
  - ✓ Level of Concern: holding students accountable using white boards and checking notebooks
  - ✓ Knowledge of Results: by modeling the problems and showing students the answers so they can monitor their own progress
  - ✓ Success: by starting off simple and moving to more difficult concepts allowing everyone to find success in the lesson.
  - ✓ Interest: by using video as an alternate voice for instruction and collaboration activities like “Mix-Freeze-Match”



# Score: 4

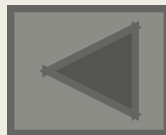
## Line 34: Designs and implements management strategies that align to positive dispositions without bias

### Language of the Rubric:

- 4: Design of and implementation of management strategies show consistent and overt evidence of caring, support, acceptance, and fairness to all students. Biases towards students related to gender, race, culture, religion, and academic achievement are not a basis for discipline or praise.

### My thoughts:

- This line item is asking if the teacher has designed their management system in a way that consistently shows fairness to all students. The teacher does this well in the way that he uses the random student selector and the way he uses white boards to check work.

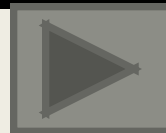
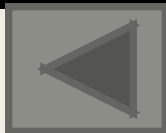




*Calibration  
Activity  
complete...*



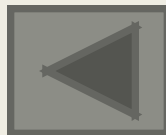
**Click to next slide  
to learn about MT  
expectations!**





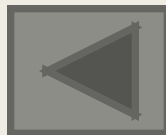
# Expectation: Bi-Weekly Formal Observations

- Complete approximately one formal observation every other week of the assignment
- Please keep in mind that this is a snapshot of what the student teacher can do with limited assistance.
- Master Teacher and University Supervisor do not have to score the same lesson each week



# Expectation: Lesson Plan Submission

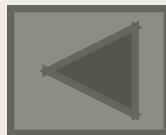
- Submitted to MT prior to lesson to allow time for feedback and scoring
- The score should reflect what the student teacher can do unassisted; however, you may provide feedback on the lesson plan prior to implementation.



# Expectation: Scoring Guidelines

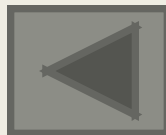
- 0-4 for each line of the Rubric. You can award half points (e.g., 1.5, 3.5, etc.).
- Hint: It may be easiest to record the score on the paper rubric itself by entering the date of observation. Therefore, the same paper rubric can be used over the course of the assignment to allow for a visual representation of progress and areas of needed growth.
- However, move scores to the electronic version so that the necessary stakeholders can see the scores in a timely manner. (Directions later in presentation)

|   |   |  |  |
|---|---|--|--|
| vocabulary is incorrectly.              | important content and/or skills. Academic vocabulary is not specifically identified or may have inaccuracies and/or the instructional strategies may not be clearly aligned with the content. | matter, details appropriate content and skills, and identifies some academic vocabulary and/or utilizes appropriate subject specific instructional strategies.   | and skills, and utilizes appropriate subject specific instructional strategies. Appropriate academic vocabulary is identified and utilized correctly and shows opportunities for explicit teaching of the academic vocabulary. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4) |
| an is                                   | Written lesson plan lacks clarity, is not standards-based, and/or is missing several design elements.   | Written lesson plan is mostly clear and standards-based, but may be missing minor design elements.   | Written lesson plan is clear, complete, standards-based and identifies variety in the way information is presented (including opportunities for visual and performing arts). (TPE 1.4, 1.7, 3.1, 4.8)  |
| submitted or not include an             | Lesson plan has an objective that is either missing components or has major errors in alignment to grade level standards or rigor.  | Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) which may have minor errors in alignment to grade level standards or rigor.                         | Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) that is appropriately aligned to grade level standards and level of cognition matches the rigor of the proving behavior. (TPE 3.3, 4.1, 5.8)                  |
| submitted or is not include assessment. | Lesson plan includes an attempt to include assessment but the assessment tool will not allow for data gathering about student progress or achievement.  | Lesson plan includes assessment (that will result in data gathered about student progress or achievement) but may not be easily identified in the plan as a means for formative and/or summative assessment. | Lesson plan includes one or more formative assessment tools and a clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways. (TPE 3.4, 5.1)   |
| submitted or                            | Lesson plan has limited evidence of   | Lesson plan includes steps within the instructional sequence aligned with the  | Lesson plan includes a detailed, step by step approach to the instructional sequence aligned with  |



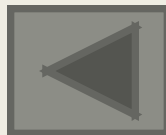
# Viewing the scores & Mentoring

- The students see their scores from both the Master Teacher and University Supervisor both online and in reflection conferences to reflect on practice.
- Additionally, University Supervisor will review the Master Teacher's Student Teaching Observation Record and compare student teacher progress with that of their own observations.
- Since University Supervisors are not present daily to observe the professionalism of their student teacher, University Supervisors will utilize the Master Teacher's scores for Professionalism to inform their scores and feedback to students in this area.
- Master Teacher and University Supervisor (either together or separately) share formative assessment results with Student Teacher and set goals for the next week. **The Student Teacher should maintain a hard copy of their Student Teacher Observation Record.**




# Using the Electronic Observation Rubric

- You'll receive a link via email to access your personal electronic observation rubric
- The scores average automatically
- The lowest scores in each category are dropped
- You can add narrative feedback to the comments section
- Students can see your scores but will have “read only” access so they will not be able to change them

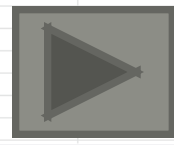
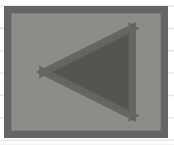
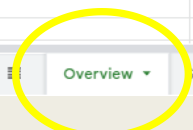


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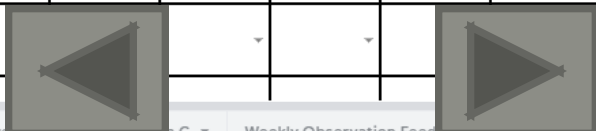
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| 1 |  <b>CSULB</b> | <b>MULTIPLE SUBJECT CREDENTIAL PROGRAM</b><br><i>Student Teaching Observation Form</i> |  |  |  |  |  |  |  |  |
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| 3 | <b>Student Teacher Name:</b>        |  |  |  |  |  |  |  |  |  |
| 4 | <b>Master Teacher Name:</b>         |   |  |  |  |  |  |  |  |  |
| 5 | <b>University Supervisor Name:</b>  |   |  |  |  |  |  |  |  |  |
| 6 | <b>School Site:</b>                 |   |  |  |  |  |  |  |  |  |
| 7 | <b>Student Teaching Assignment:</b> |   |  |  |  |  |  |  |  |  |
| 8 | <b>Grade Level:</b>                 |   |  |  |  |  |  |  |  |  |
| 9 | <b>Your Role:</b>                   |   |  |  |  |  |  |  |  |  |

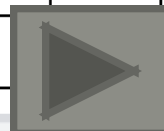
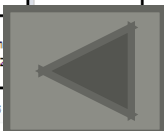
- 11 [Resource Links](#)
- 12 [Observation Form Instructions](#)
- 13
- 14 [Rubric Scoring Guidelines](#)
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|-----|----|---|--|---|--|--------------------------------|---|---|---|-------------------------------|---|---------|
| 1   |    | <b>MULTIPLE SUBJECT CREDENTIAL PROGRAM</b><br>Student Teaching Observation Form   |  |   |  |                                |   |   |   |                               |   |         |
| 2   |    |   |  |   |  |                                |   |   |   |                               |   |         |
| 3   |    |   | <a href="#">Observation Form Instructions</a>  |   |  | <a href="#">Scoring Rubric</a> |   |   |   | <a href="#">Export to PDF</a> |   |         |
| 4   |    | <b>Student Teacher Name:</b>  | <b>Rubric Guidelines</b>   |   |  |                                |   |   |   |                               |   |         |
| 5   |    | <b>Master Teacher Name:</b>   | <b>(0) Not appropriate for this lesson</b>   |   | <b>(1) Not proficient</b>  |                                | <b>(2) Developing</b>   |   | <b>(3) Proficient</b>   |                               | <b>(4) Advanced Proficient</b>  |         |
| 6   |    | <b>University Supervisor Name:</b>  | The identified skill was not appropriate for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience. |   | The not proficient student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill. |                                | The developing student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis. |   | The proficient student teacher is effective in applying the skill most of the time at a basic implementation level. |                               | The advanced proficient student teacher is effective in applying the skill at a near mastery level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular culturally relevant pedagogical practices). |         |
| 7   |    | <b>School Site:</b>   |  |   |  |                                |   |   |   |                               |   |         |
| 8   |    | <b>Student Teaching Assignment:</b>   |  |   |  |                                |   |   |   |                               |   |         |
| 9   |    | <b>Grade Level:</b>   |  |   |  |                                |   |   |   |                               |   |         |
| 10  |    | <b>Your Role:</b>   |  |   |  |                                |   |   |   |                               |   |         |
| 11  |    |   |  |   |  |                                |   |   |   |                               |   |         |
| 12  |    |   |  |   |  |                                |   |   |   |                               |   |         |
| 13  |    | <b>Date of Observation</b>  |  |   |  |                                |   |   |   |                               |   |         |
| 14  |    | <b>Professionalism</b>  |  |   |  |                                |   |   |   |                               |   | #DIV/0! |
| 15  | 1  | Arrives on-time, prepared, and appropriately dressed (TPE 6.5)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 16  | 2  | Conducts regular reflection on performance that is evidenced-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 17  | 3  | Meets regularly with Master Teacher and University Supervisor to set goals (TPE 6.3)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 18  | 4  | Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 19  | 5  | Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 20  | 6  | Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 21  |    | <b>Lesson Design and Assessment Score</b>   |  |   |  |                                |   |   |   |                               |   | #NUM!   |
| 22  | 7  | Written lesson plan is clear, complete, and standards-based (TPE 3.1)   | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 23  | 8  | Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)   | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 24  | 9  | Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) and a language objective, presented in student friendly language (TPE 3.3, 4.1, 4.4, 5.8)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 25  | 10 | Lesson plan includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)  | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| 26  | 11 | Lesson plan includes a step by step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis, with respect for students prior knowledge, background, and experiences (TPE 3.1, 3.2, 3.3, 4.4) | ▼  | ▼ | ▼  | ▼                              | ▼   | ▼ | ▼   | ▼                             | ▼   | #DIV/0! |
| ... |    | Includes plans for engaging students, modeling, active participation, and checks for  |  |   |  |                                |   |   |   |                               |   |         |

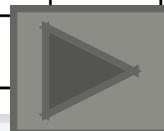
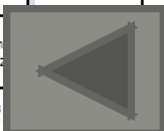


| A   | B  | C  | D  | E   | F   | G   | H | I                             | J | K | L       |
|-----|--|--|--|---|---|---|---|-------------------------------|---|---|---------|
| 1   | <b>CSULB</b> <b>MULTIPLE SUBJECT CREDENTIAL PROGRAM</b><br><i>Student Teaching Observation Form</i>  |  |  |   |   |   |   |                               |   |   |         |
| 2   |  |  |  |   |   |   |   |                               |   |   |         |
| 3   |  | <a href="#">Observation Form Instructions</a>  |  | <a href="#">Scoring Rubric</a>  |   |   |   | <a href="#">Export to PDF</a> |   |   |         |
| 4   | <b>Student Teacher Name:</b>   | <b>Rubric Guidelines</b>   |  |   |   |   |   |                               |   |   |         |
| 5   | <b>Master Teacher Name:</b>  | <b>(0) Not appropriate for this lesson</b>   | <b>(1) Not proficient</b>  | <b>(2) Developing</b>   | <b>(3) Proficient</b>   | <b>(4) Advanced Proficient</b>  |   |                               |   |   |         |
| 6   | <b>University Supervisor Name:</b>   | The identified skill was not appropriate for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience. | The not proficient student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill. | The developing student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis. | The proficient student teacher is effective in applying the skill most of the time at a basic implementation level. | The advanced proficient student teacher is effective in applying the skill at a near mastery level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular/culturally relevant pedagogical practices). |   |                               |   |   |         |
| 7   | <b>School Site:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 8   | <b>Student Teaching Assignment:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 9   | <b>Grade Level:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 10  | <b>Your Role:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 11  |  |  |  |   |   |   |   |                               |   |   |         |
| 12  |  |  |  |   |   |   |   |                               |   |   |         |
| 13  | <b>Date of Observation</b>   |  |  |   |   |   |   |                               |   |   |         |
| 14  | <b>Professionalism</b>   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 15  | 1 Arrives on-time, prepared, and appropriately dressed (TPE 6.5)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 16  | 2 Conducts regular reflection on performance that is evidenced-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 17  | 3 Meets regularly with Master Teacher and University Supervisor to set goals (TPE 6.3)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 18  | 4 Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 19  | 5 Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 20  | 6 Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 21  | <b>Lesson Design and Assessment Score</b>  |  |  |   |   |   |   |                               |   |   | #NUM!   |
| 22  | 7 Written lesson plan is clear, complete, and standards-based (TPE 3.1)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 23  | 8 Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 24  | 9 Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) and a language objective, presented in student friendly language (TPE 3.3, 4.1, 4.4, 5.8)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 25  | 10 Lesson plan includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 26  | 11 Lesson plan includes a step by step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis, with respect for students prior knowledge, background, and experiences (TPE 3.1, 3.2, 3.3, 4.4) |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| ... | Includes plans for engaging students, modeling, active participation, and checks   |  |  |   |   |   |   |                               |   |   | #DIV/0! |





| A   | B  | C  | D  | E   | F   | G   | H | I                             | J | K | L       |
|-----|--|--|--|---|---|---|---|-------------------------------|---|---|---------|
| 1   | <b>CSULB</b> <b>MULTIPLE SUBJECT CREDENTIAL PROGRAM</b><br><i>Student Teaching Observation Form</i>  |  |  |   |   |   |   |                               |   |   |         |
| 2   |  |  |  |   |   |   |   |                               |   |   |         |
| 3   |  | <a href="#">Observation Form Instructions</a>  |  | <a href="#">Scoring Rubric</a>  |   |   |   | <a href="#">Export to PDF</a> |   |   |         |
| 4   | <b>Student Teacher Name:</b>   | <b>Rubric Guidelines</b>   |  |   |   |   |   |                               |   |   |         |
| 5   | <b>Master Teacher Name:</b>  | <b>(0) Not appropriate for this lesson</b>   | <b>(1) Not proficient</b>  | <b>(2) Developing</b>   | <b>(3) Proficient</b>   | <b>(4) Advanced Proficient</b>  |   |                               |   |   |         |
| 6   | <b>University Supervisor Name:</b>   | The identified skill was not appropriate for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience. | The not proficient student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill. | The developing student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis. | The proficient student teacher is effective in applying the skill most of the time at a basic implementation level. | The advanced proficient student teacher is effective in applying the skill at a near mastery level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular/culturally relevant pedagogical practices). |   |                               |   |   |         |
| 7   | <b>School Site:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 8   | <b>Student Teaching Assignment:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 9   | <b>Grade Level:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 10  | <b>Your Role:</b>  |  |  |   |   |   |   |                               |   |   |         |
| 11  |  |  |  |   |   |   |   |                               |   |   |         |
| 12  |  |  |  |   |   |   |   |                               |   |   |         |
| 13  | <b>Date of Observation</b>   |  |  |   |   |   |   |                               |   |   |         |
| 14  | <b>Professionalism</b>   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 15  | 1 Arrives on-time, prepared, and appropriately dressed (TPE 6.5)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 16  | 2 Conducts regular reflection on performance that is evidenced-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 17  | 3 Meets regularly with Master Teacher and University Supervisor to set goals (TPE 6.3)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 18  | 4 Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 19  | 5 Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 20  | 6 Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 21  | <b>Lesson Design and Assessment Score</b>  |  |  |   |   |   |   |                               |   |   | #NUM!   |
| 22  | 7 Written lesson plan is clear, complete, and standards-based (TPE 3.1)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 23  | 8 Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 24  | 9 Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) and a language objective, presented in student friendly language (TPE 3.3, 4.1, 4.4, 5.8)   |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 25  | 10 Lesson plan includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)  |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| 26  | 11 Lesson plan includes a step by step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis, with respect for students prior knowledge, background, and experiences (TPE 3.1, 3.2, 3.3, 4.4) |  |  |   |   |   |   |                               |   |   | #DIV/0! |
| ... | Includes plans for engaging students, modeling, active participation, and checks   |  |  |   |   |   |   |                               |   |   | #DIV/0! |



|   |   |   |   |   |                                |   |   |   |                               |   |   |   |
|---|---|---|---|---|--------------------------------|---|---|---|-------------------------------|---|---|---|
|   | A   | B | C   | D | E                              | F | G | H | I                             | J | K | L |
| 1 | <b>CSULB</b> <b>MULTIPLE SUBJECT CREDENTIAL PROGRAM</b><br><i>Student Teaching Observation Form</i> |   |   |   |                                |   |   |   |                               |   |   |   |
| 2 |   |   |   |   |                                |   |   |   |                               |   |   |   |
| 3 |   |   | <a href="#">Observation Form Instructions</a> |   | <a href="#">Scoring Rubric</a> |   |   |   | <a href="#">Export to PDF</a> |   |   |   |

|    |                                     |  |  |  |   |   |   |  |  |  |  |  |
|----|-------------------------------------|--|--|--|---|---|---|--|--|--|--|--|
| 4  | <b>Student Teacher Name:</b>        |  | <b>Rubric Guidelines</b>   |  |   |   |   |  |  |  |  |  |
| 5  | <b>Master Teacher Name:</b>         |  | <b>(0) Not appropriate for this lesson</b>   | <b>(1) Not proficient</b>  | <b>(2) Developing</b>   | <b>(3) Proficient</b>   | <b>(4) Advanced Proficient</b>  |  |  |  |  |  |
| 6  | <b>University Supervisor Name:</b>  |  | The identified skill was not appropriate for the lesson under observation. A mark in this category is not a punitive score but the candidate should be advised to demonstrate lessons including that skill throughout the student teaching experience. | The not proficient student teacher has gross misunderstandings of the skill and/or many errors in the implementation of the skill. | The developing student teacher is aware of important instructional practices but is unable to apply the skill on a regular basis. | The proficient student teacher is effective in applying the skill most of the time at a basic implementation level. | The advanced proficient student teacher is effective in applying the skill at a near mastery level and is creative in moving beyond basic implementation (i.e. incorporating differentiated instruction for multiple subgroups, adhering to UDL principles in planning and implementation, and including cross-curricular culturally relevant pedagogical practices). |  |  |  |  |  |
| 7  | <b>School Site:</b>                 |  |  |  |   |   |   |  |  |  |  |  |
| 8  | <b>Student Teaching Assignment:</b> |  |  |  |   |   |   |  |  |  |  |  |
| 9  | <b>Grade Level:</b>                 |  |  |  |   |   |   |  |  |  |  |  |
| 10 | <b>Your Role:</b>                   |  |  |  |   |   |   |  |  |  |  |  |


|    |                            |  |         |  |  |  |  |  |  |  |  |  |
|----|----------------------------|--|---------|--|--|--|--|--|--|--|--|--|
| 12 |                            |  |         |  |  |  |  |  |  |  |  |  |
| 13 | <b>Date of Observation</b> |  | 1/13/19 |  |  |  |  |  |  |  |  |  |

|    |                        |  |     |  |  |  |  |  |  |  |  |      |
|----|------------------------|--|-----|--|--|--|--|--|--|--|--|------|
| 14 | <b>Professionalism</b> |  |     |  |  |  |  |  |  |  |  | 2.75 |
| 15 | 1                      | Arrives on-time, prepared, and appropriately dressed (TPE 6.5)   | 2   |  |  |  |  |  |  |  |  | 2    |
| 16 | 2                      | Conducts regular reflection on performance that is evidenced-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)                             | 1.5 |  |  |  |  |  |  |  |  | 1.5  |
| 17 | 3                      | Meets regularly with Master Teacher and University Supervisor to set goals (TPE 6.3)   | 3   |  |  |  |  |  |  |  |  | 3    |
| 18 | 4                      | Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4) | 3   |  |  |  |  |  |  |  |  | 3    |
| 19 | 5                      | Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media   | 3   |  |  |  |  |  |  |  |  | 3    |
| 20 | 6                      | Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)   | 1.5 |  |  |  |  |  |  |  |  | 1.5  |

|    |   |  |  |  |  |  |  |       |  |  |  |  |
|----|---|--|--|--|--|--|--|-------|--|--|--|--|
| 21 | <b>Lesson Design and Assessment Score</b> |  |  |  |  |  |  | #NUM! |  |  |  |  |
|----|---|--|--|--|--|--|--|-------|--|--|--|--|

|    |    |   |  |  |  |  |  |  |  |  |  |         |
|----|----|---|--|--|--|--|--|--|--|--|--|---------|
| 22 | 7  | Written lesson plan is clear, complete, and standards-based (TPE 3.1)   |  |  |  |  |  |  |  |  |  | #DIV/0! |
| 23 | 8  | Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)   |  |  |  |  |  |  |  |  |  | #DIV/0! |
| 24 | 9  | Lesson plan includes an appropriate three-part objective (content, level of cognition, proving behavior) and a language objective, presented in student friendly language (TPE 3.3, 4.1, 4.4, 5.8)  |  |  |  |  |  |  |  |  |  | #DIV/0! |
| 25 | 10 | Lesson plan includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)  |  |  |  |  |  |  |  |  |  | #DIV/0! |
| 26 | 11 | Lesson plan includes a step by step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis, with respect for students prior knowledge, background, and experiences (TPE 3.1, 3.2, 3.3, 4.4) |  |  |  |  |  |  |  |  |  | #DIV/0! |

fx | A B C

1  **CSULB** **MULTIPLE SUBJECT CREDENTIAL PROGRAM**  
*Student Teaching Observation Form*

[Export to PDF](#)

|   |                                     |
|---|-------------------------------------|
| 3 | <b>Student Teacher Name:</b>        |
| 4 | <b>Master Teacher Name:</b>         |
| 5 | <b>University Supervisor Name:</b>  |
| 6 | <b>School Site:</b>                 |
| 7 | <b>Student Teaching Assignment:</b> |
| 8 | <b>Your Role:</b>                   |

10 **Formative Evaluation**

|    |                            |  |
|----|----------------------------|--|
| 11 | <b>Date of Conference:</b> |  |
| 12 | <b>Observed Strengths:</b> |  |

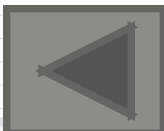
|    |                          |  |
|----|--------------------------|--|
| 13 | <b>Areas for growth:</b> |  |
|----|--------------------------|--|

14 **Summative Evaluation**

|    |                            |  |
|----|----------------------------|--|
| 15 | <b>Date of Conference:</b> |  |
| 16 | <b>Observed Strengths:</b> |  |

|    |                          |  |
|----|--------------------------|--|
| 17 | <b>Areas for growth:</b> |  |
|----|--------------------------|--|

18  
19  
20  
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27





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|                              |
|------------------------------|
| Student Teacher Name:        |
| Master Teacher Name:         |
| University Supervisor Name:  |
| School Site:                 |
| Student Teaching Assignment: |
| Your Role:                   |

**Date of Conference:**

|                     |  |
|---------------------|--|
| Observed Strengths: |  |
|---------------------|--|

|                   |  |
|-------------------|--|
| Areas for growth: |  |
|-------------------|--|

**Date of Conference:**

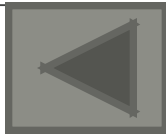
|                     |  |
|---------------------|--|
| Observed Strengths: |  |
|---------------------|--|

|                   |  |
|-------------------|--|
| Areas for growth: |  |
|-------------------|--|

**Date of Conference:**

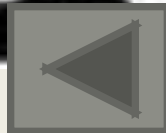
|                     |  |
|---------------------|--|
| Observed Strengths: |  |
|---------------------|--|

|                   |  |
|-------------------|--|
| Areas for growth: |  |
|-------------------|--|





Lisa Isbell, Ed.D.  
Director  
Multiple Subject Credential Program  
[Lisa.isbell@csulb.edu](mailto:Lisa.isbell@csulb.edu)



# Thank you for your participation in this training!

Please click on the following link to verify that you have completed the CSU, Long Beach Multiple Subject Credential Program Student Teacher Evaluation Training and to provide feedback on your experience using this course.

[Master Teacher Training Verification](#)

