CALIFORNIA STATE UNIVERSITY, LONG BEACH
MULTIPLE SUBJECT CREDENTIAL PROGRAM

Student Teaching Observation Form

Student Teacher:_____   **School/Master Teacher**:_____

University Supervisor:_____

(0): Not Appropriate for Lesson   (1): Not Proficient   (2): Developing   (3): Proficient   (4): Advanced Proficient

	Date of Observation							
PROFESSIONALISM								
1. Arrives on-time, prepared, and appropriately dressed (TPE 6.5)								
2. Conducts regular reflection on performance that is evidenced-based in collaboration with peers and mentors (TPE 5.6, 6.1, 6.3)								
3. Meets regularly with Master Teacher and University Supervisor to set goals (TPE 6.3)								
4. Communicates and collaborates effectively with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 5.6, 6.4)								
5. Models ethical conduct of teaching professionals (TPE 6.5, 6.6), including use of technology and digital media								
6. Seeks out opportunities to engage with parents (TPE 1.2, 2.6, 5.3, 5.5, 6.4)								
LESSON DESIGN AND ASSESSMENT								
7. Written lesson plan is clear, complete, and standards-based (TPE 3.1)								
8. Lesson plan includes variety in the way information is presented (TPE 1.4, 1.7, 3.1, 4.8)								
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)								
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)								
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)								
12. Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)								
13. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)								
14. Lesson plan includes opportunities for students to actively think critically. (TPE 1.5, 4.6, 4.7)								
15. Lesson plan includes opportunities for students to work collaboratively (TPE 1.5, 4.7)								
16. Lesson objectives and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2, 4.4)								
17. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)								
LESSON IMPLEMENTATION AND ASSESSMENT								
18. Materials are prepared, utilized effectively, and provide options for student action and expression (TPE 3.2, 4.3, 4.4, 4.8)								
19. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)								
20. Lesson is taught in alignment with specified standards and uses accurate content (TPE 4.3)								
21. Instruction is aligned to objective/learning target and includes teacher and/or student modeling of content (TPE 4.4, 4.7)								
22. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)								
23. A variety of critical thinking questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)								
24. The results of formative assessment strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)								
25. Involves students in self-assessment (TPE 4.5 5.3)								
26. Uses appropriate wait time during questioning (1.5, 1.6)								
27. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.4)								
28. Makes connections to real-life contexts and personal interests are evident and appropriate. (TPE 1.1, 1.3, 4.3, 4.4)								
29. Exhibits positive dispositions of caring, support, acceptance, and fairness. (TPE 6.2)								

CLASSROOM MANAGEMENT AND ENVIRONMENT								
30. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)								
31. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)								
32. Implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)								
33. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)								
34. Implements management strategies that are consistent and provide evidence of caring, support, acceptance, and fairness to all students. (TPE. 6.2)								

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 *not appropriate fo*r 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).

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 5.6, 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)

LESSON DESIGN AND ASSESSMENT				
Not Appropriate for the Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
7	No written lesson plan is provided or is not appropriate for the grade level. No academic vocabulary is identified or utilized incorrectly.	Lesson plan attempts to utilize grade level subject matter, but may be missing 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.	Lesson plan demonstrates understanding of grade level subject matter, details appropriate content and skills, and identifies some academic vocabulary and/or utilizes appropriate subject specific instructional strategies.	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**. (TPE 1.4, 3.1, 3.3, 3.5, 4.1, 4.3, 4.4)
8	No written lesson plan is provided.	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)
9	No lesson plan is submitted or lesson plan does not include an objective.	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)
10	No lesson plan is submitted or submitted plan does not include any means for 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)
11	No lesson plan is submitted or submitted plan has no evidence of task analysis or alignment to the objective.	Lesson plan has limited evidence of thoughtful task analysis and/or is not aligned to the objective.	Lesson plan includes steps within the instructional sequence aligned with the lesson objective and appropriate task analysis.	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.** (TPE 3.1, 3.2, 3.3, 4.4)

	LESSON DESIGN AND ASSESSMENT (continued)			
Not Appropriate for this Lesson	**(1): Not Proficient**	**(2): Developing**	**(3): Proficient**	**(4): Advanced Proficient**
12	No lesson plan is submitted or submitted plan has no attempt to include plans for: (1) active participation for engagement or check for understanding and (2) modeling of content/behavior.	Includes limited plans for engaging students and checking for understanding through the use of active participation or includes limited plans for modeling of content/behavior.	Includes plans for engaging students and checking for understanding through the use of active participation and includes plans for modeling of content/behavior.	**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.** (TPE 1.4, 1.8, 3.3, 4.7)
13	No lesson plan is submitted or submitted plan has no attempt to differentiate instruction is included in the plan.	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.	Lesson plan includes specific strategies for differentiated instruction (materials and/or proving behavior) for English Learners or at least one other identified subgroup appropriate to the individual student's needs.	**Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup appropriate to the individual student's needs.** (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
14	No lesson plan is submitted or submitted plan does not include any opportunities for students to actively think critically.	Lesson plan has vague connections to critical thinking for students.	Lesson plan explicitly includes at least one opportunity for students to think critically.	**Lesson plan explicitly includes multiple opportunities for students to think critically and offers variations on how students may express their thoughts.** (TPE 1.5, 4.6, 4.7)
15	No lesson plan is submitted or submitted plan does not include any opportunities for students to work collaboratively.	Lesson plan may include opportunities for quick pair/share activities resulting in random selection methods for calling on students but collaboration is not the outcome of the activity.	Lesson plan includes opportunities for students to work collaboratively.	**Lesson plan includes opportunities for students to work collaboratively and appropriate time is allocated for student collaboration to meet the desired expectation.** (TPE 1.5, 4.7)
16	No lesson plan is submitted or submitted lesson plan has no objective identified.	Lesson objectives and instructional strategies are attempted but not aligned with appropriate grade level content standards, don't utilize district-identified practices, and have not been identified through the use of data.	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.	**Lesson objectives and instructional strategies are based on specific student learning needs determined by content standards, data analysis, and district-identified practices.** (TPE 1.1, 3.2, 4.2, 4.4)
17	No lesson plan is submitted or submitted plan does not include any aspects of technology.	Lesson plan incorporates a minimal effort towards available technology.	Lesson plan incorporates appropriate and available technology.	**Lesson plan incorporates multiple aspects of appropriate and available technology (includes assistive technology).** (TPE 3.7, 3.8, 4.4, 4.7, 4.8)

	LESSON IMPLEMENTATION AND ASSESSMENT			
Not Appropriate for this Lesson	**(1): Not Proficient**	**(2): Developing**	**(3): Proficient**	**(4): Advanced Proficient**
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 are mostly prepared and success of the lesson is not inhibited due to materials or use of materials.	Materials **(including various student resources)** are prepared, utilized effectively, **and provide options for student action and expression**. (TPE 3.2, 4.3, 4.4, 4.8)
19	Objective/Learning Target is absent in lesson delivery.	Objective/Learning Target is not clearly communicated to students.	Objective/Learning Target is clearly communicated to all students.	Objective/Learning Target is clearly communicated to all students **and students interact with the objective/learning target throughout the lesson.** (TPE 3.1, 3.2, 4.4)
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, <u>and</u> 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 <u>or</u> have minor inaccuracies in teacher's understanding of content.	Lesson is taught in alignment with specified standards and teacher's understanding of content is accurate in all areas of lesson delivery. (TPE 3.1, 4.3)
21	Off-topic conversation, illogical order of delivery of content, <u>and</u> lack of modeling causes the lesson to be ineffective.	Off-topic conversation, illogical order of delivery of content, <u>or</u> 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 includes either teacher or student modeling of content and/or behavior.	Instruction remains aligned to the objective/learning target throughout the entire lesson **and includes in-depth teacher and student modeling of content and/or behavior as appropriate to the lesson design structure.** (TPE 4.4, 4.7)
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.	Appropriate pacing is used throughout the lesson resulting in optimum student engagement and in meeting all instructional goals during the allocated time. (TPE 1.5, 4.3, 4.4, 4.7)
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.	A variety of **critical thinking questioning strategies** and **multiple, effective active participation strategies (overt/covert and engagement/data-gathering) are used throughout the lesson.** (TPE 4.3, 4.4, 4.7)

	LESSON IMPLEMENTATION AND ASSESSMENT			
Not Appropriate for this Lesson	**(1): Not Proficient**	**(2): Developing**	**(3): Proficient**	**(4): Advanced Proficient**
24	No formative assessment strategies are utilized during the lesson to monitor and adjust instruction.	Formative assessment strategies are attempted to monitor student learning. The teacher may or may not effectively use that information to make adjustments to instruction.	Formative assessment strategies are successfully implemented to monitor student learning. Some or all of the data gathered is eventually used to make adjustments to the instruction.	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.** (TPE 1.8, 4.4, 5.1, 5.2)
25	No strategies are utilized to involve students in self-assessment.	Limited or vague strategies are utilized to involve students in self-assessment.	Some strategies are utilized to involve students in self-assessment practices.	**Involves students in self-assessment and is evident by students showing clear procedures for monitoring success criteria toward the objective/learning target.** (TPE 4.4, 4.5, 4.7 5.3)
26	No wait time is offered during student questioning.	Attempts to utilize wait time is evident but teacher may resort to rushing student responses or answering own questions.	Mostly uses appropriate wait time during questioning.	Always uses appropriate wait time during questioning. (1.5, 1.6)
27	No implementation of available and appropriate technology.	Attempts to implement appropriate and available technology.	Explores and experiments with utilizing appropriate and available technology.	**Effectively implements appropriate and available technology (including assistive technologies as appropriate) to enhance the learning experience.** (TPE 3.7, 3.8, 4.4, 4.7, 4.8, 5.4)
28	Does not connect content to real-life contexts or personal interests to help students connect with content.	Attempts to connect content to real-life contexts or personal interests but efforts are either confusing to students or lack clear connections to the content.	Connections to real-life contexts and personal interests are evident and appropriate but may only involve a limited number of students or opportunities for cross-curricular connections are missed.	**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. (TPE 1.1, 1.3, 4.3, 4.4)
29	Holding a positive disposition throughout instruction is difficult to maintain. The teacher does not work to mitigate any negative impact on teaching and learning of students.	Positive dispositions of caring, support, acceptance, and fairness to all students are evident. However, more frequent errors in bias related behaviors (often due to gender or academic achievement) are evident during instruction.	Generally exhibits positive dispositions of caring, support, acceptance, and fairness to all students during instruction and is mostly equitable in the learning environment with minor oversight in areas related to differentiation and culturally relevant pedagogy.	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 (TPE 6.2)

CLASSROOM MANAGEMENT AND ENVIRONMENT				
Not Appropriate for this Lesson	(1): Not Proficient	(2): Developing	(3): Proficient	(4): Advanced Proficient
30	No rules, procedures, or routines are evident.	Rules, procedures, and routines are either stated or posted but no evidence of teaching, re-teaching, or reinforcing these behaviors is observed.	Rules, procedures, and routines are either stated or posted, re-teaching and reinforcing these behaviors is observed but may be limited or inconsistent.	Teaches, reteaches, and reinforces rules, procedures, and routines or explicit evidence shows these components have been taught and reinforced. (TPE 2.1, 2.2, 2.6)
31	No reinforcement techniques were utilized during the lesson.	Limited usage of reinforcement techniques by the teacher throughout the lesson interferes with student learning.	Applies some appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences).	Always applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences). (TPE 2.3, 2.5)
32	No proactive and positive classroom management techniques.	Limited implementation of proactive and positive classroom management techniques.	Regularly implements proactive and positive classroom management techniques.	Always Implements proactive and positive classroom management techniques **that thoughtfully minimizes threats and distractions and facilitates coping skills and strategies**. (TPE 2.1, 2.3, 2.5, 2.6,)
33	No student motivation strategies were utilized.	Attempts one or more strategies to enhance student motivation but attempts may be unsuccessful (i.e. level of concern, knowledge of results, success, or interest).	Implements one or more appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest).	**Implements multiple, appropriate and successful strategies to enhance student motivation (i.e. level of concern, knowledge of results, success, or interest).** (TPE 1.3, 2.3, 2.5, 2.6)
34	Discipline tactics are often punitive and disposition towards students is sarcastic and/or negative much of the time. There may also be an obvious bias towards one or more subgroups and teacher is unaware of how his/her values and biases affect teaching and learning.	Attempts to keep a positive disposition but is easily rattled by students who exhibit unwanted behaviors which effects the tone in the classroom. Teacher is minimally aware that values and biases may positively and negatively affect teaching and learning	Generally keeps a positive disposition of caring, support, acceptance, and fairness to all students through interaction with students and developing management strategies. Biases towards students related to gender, race, culture, religion, and academic achievement are not a basis for discipline or praise.	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. (TPE 6.2)