

**ADED 42292 Practicum
Assignment Five
Lesson Teaching Observation Assignment**

While teaching a lesson of your unit, your Practicum instructor will be there to observe.

Make sure your practicum instructor has a copy of your lesson plan before you they observe you. Ask your instructor to tell you when he or she would like the lesson plan by. You will need to meet with your practicum instructor after this lesson to discuss and debrief the experience.

This is a pass/fail assignment. You will not be assigned a grade for this assignment. You will pass this assignment if you receive either “Meets Expectations” or “Exceeds Expectations” on at least 18 of the 22 criteria listed below. The criteria listed below are taken directly from Kent State’s student teaching observation form. If you do not pass this assignment the first time, you will get a second observation opportunity before the fall semester is completed. It will be up to you to arrange a time for this make-up observation that is convenient for your Practicum instructor and your cooperating teacher.

Rubric:

Domain A: Planning for Student Learning

1. Knowing students’ background and experiences, implications for student learning, and adapting plans.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher displays little knowledge of students' skills and background as well as their cultural heritage and does not indicate that such knowledge is valuable.	Teacher displays knowledge of students' and background as well as their cultural heritage and recognizes the value of this knowledge.	Teacher recognizes and uses knowledge of students' skills and background as well as their cultural heritage for each student including those with special needs.

2. Developing and stating clear and developmentally appropriate learning goals that are aligned with the state and national content standards.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher does not articulate clear learning goals OR has chosen goals that are inappropriate for the students and do not align with state and national standards.	Teacher articulates clear learning goals and provides a well-thought out explanation of why they are appropriate for the students and are aligned with state and national standards.	Teacher articulates clear learning goals that are appropriate for varying learning needs of groups of students and are aligned with state and national standards.

3. Connecting this lesson with prior and future learning.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher does not explain how the content of this lesson relates to the content of previous or future lessons OR is illogical or inaccurate.	Teacher attempts to explain how the content of this lesson relates to the content of previous or future lessons or other topics within the structure of the discipline.	Teacher accurately explains how the content of this lesson relates to the content of previous or future lessons or other topics within the structure of the discipline.

4. Creating or selecting teaching methods, learning activities, instructional materials or technology that are appropriate and aligned with the goals of the lesson.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>

Methods, activities, materials, and/or technology do not support the goal of the lesson or engage students in meaningful learning.	Teacher chooses methods, activities, materials, and/or technology that are appropriate to student learning.	Teacher chooses methods, activities, materials, and/or technology that promotes a differentiated learning experience for students.
--	---	--

5. Aligning assessment strategies that are appropriate for the students and the goals of the lesson.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher has not provided criteria or standards for evaluating student learning, OR the criteria are inappropriate.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear, aligned with the objectives of the lesson, and communicated to students.

Domain B: Establishing the Learning Environment

6. Providing an environment that promotes fairness and establishes rapport.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher interaction with at least some students is unfair, demeaning or encourages an environment of conflict.	Teacher-student interactions are fair, but may reflect occasional inconsistencies. A basic level of rapport is evident.	Teacher-student interactions promote fairness and demonstrate positive rapport.

7. Managing a variety of instructional groups using established procedures.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized and groups are managed so students are working productively.

8. Communicating appropriate learning expectations to each student.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher communicates explicitly or implicitly to individuals, to groups or to the class that they are incapable of learning or that the teacher's expectations for their learning are very low.	Instructional objectives and activities, interactions and the classroom environment convey inconsistent expectations for student achievement.	Instructional objectives and activities, interactions and the classroom environment convey consistent expectations for student achievement.

9. Establishing and maintaining consistent standards for classroom interaction.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher is unaware of, nonresponsive to or over-reactive to student behavior.	Teacher generally is aware of student behavior and attempts to respond to misbehavior but with uneven results.	Standards of behavior are clear. Teacher is alert to student behavior at all times and responds to student misbehavior with guidance and encouragement.

10. Promoting a safe physical environment.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
-----------------------------------	---------------------------	-----------------------------

Teacher allows the physical environment to be unsafe OR to interfere with learning.	Teacher maintains an established physical environment that is safe and can be adjusted to needs of students and learning, including those with special needs.	Teacher creates and/or maintains a physical environment that is safe and accommodates differentiated learning experiences for all students.
---	---	---

Domain C: Teaching in the Classroom

11. Clarifying learning goals and instructional procedures for all students.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher provides the students with no information, confusing information or inaccurate directions about the goals or procedures.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail and age-appropriate vocabulary.

12. Promoting understanding of the lesson content for all students.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
The lesson content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.	The content is accurate, the structure of the lesson is coherent and most of the students become engaged with the learning.	Students are engaged with the content, and content is meaningful to them. Activities make sense conceptually and lessons seem to flow.

13. Encouraging students to problem solve and think critically.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher discourages students from thinking independently, creatively or critically.	Teacher inconsistently encourages students to problem solve or think independently, creatively or critically about the content being taught.	Teacher consistently encourages students to problem solve and think independently, creatively or critically about the content being taught.

14. Monitoring students understanding of content and making instructional adjustments during the lesson.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher makes no attempt to determine whether students understand the content during the lesson and gives them no feedback.	Teacher monitors students and makes appropriate instructional adjustments. Students receive feedback as necessary.	Teacher monitors student understanding and adjusts instruction. Provision is made for students to use feedback in their learning.

15. Making productive and efficient use of classroom time.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
No routines are evident. Pacing of the lesson is inappropriate to the content and/or the students. Substantial amounts of time are spent on activities of little instructional value.	Teacher provides students with activities of instructional value and paces them appropriately. Non-instructional procedures are performed efficiently.	Digressions from the planned activities do not constitute a waste of time if they result in valuable learning. If work is completed early, students are given relevant and meaningful work.

Domain D: Developing Professional Skills During Student Teaching

16. Reflecting on the extent to which the learning goals were met.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
-----------------------------------	---------------------------	-----------------------------

Teacher cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.	Teacher can describe the strengths and weaknesses of the lesson in relation to the learning objectives.	Teacher can describe the strengths and weaknesses of the lesson in relation to the learning objectives. Teacher describes how he or she could use the experience from this lesson in future instruction.
--	---	--

17. Demonstrating a sense of efficacy and accepting responsibility for changes.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
When the student has a difficulty, the teacher either gives up or blames outside factors for the students lack of success.	Teacher attempts to find ways to help specific students who are not meeting the learning objectives but has a limited repertoire of strategies.	Teacher suggests specific, practical actions that he or she intends to take to help specific students who are not successful.

18. Building and maintaining professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher is unaware of resources OR does not attempt to use them despite an obvious need OR does not share with colleagues.	Teacher demonstrates knowledge of resources and infrequently consults with colleagues on matters related to learning and instruction.	Teacher collaborates with colleagues outside of his or her own classroom to coordinate learning activities, address concerns and locate resources.

19. Communicating with parents, guardians or other school personnel about meeting specific student needs.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Teacher demonstrates no knowledge of forms of communication that he or she can use to communicate with parents, guardians or other school personnel OR makes no attempt when it is clearly necessary.	Teacher demonstrates knowledge of forms of communication that he or she can use to communicate with parents, guardians or other school personnel about students for various purposes.	Teacher can describe situations in which she or he has communicated with parents, guardians or other school personnel regarding specific students' needs and/or classroom performance and indicates the form of communication used (e.g., newsletter, e-mail, phone call, in person conference).

Domain E: Instructional Technology

20. Selecting specific technology resources to support a lesson.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Though technology is available, it is not used in lessons.	Technology is used independently and/or not supportive of a lesson.	Locates and selects appropriate technology resources to support a lesson that is aligned with content and technology standards.

21. Designing and integrating appropriate use of technology resources to enhance student academic achievement.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Though technology is available, it is not used in lessons/learning activities.	Lessons/learning activities created without integration of technology; technology used independently and/or not supportive of lessons/learning activities.	Creates and teaches lessons that integrate appropriate use of technology resources to maximize student learning.

22. Selecting and applying suitable productivity tools (e.g., Word, PowerPoint, Excel, grade books, etc.) to complete educational and professional tasks.

<i>Does Not Meet Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
Though technology is available, minimal or no use of productivity tools is evident.	Use of one-two productivity tools, but the use is not connected with educational and professional tasks.	Use of three or more productivity tools; productivity tools selected and used appropriately for the completion of educational and professional tasks.