Performance Observation Rating Rubric

Classroom Management

The graduate integrates effective strategies to manage the
resources, students, procedures, and routines of the classroom.

Note to clinical supervisors: Choose the rating that applies to the majority of specific
behaviors. If a specific behavior deserves additional comment, please note in the
comment box for this section.

Objective	Rating	General Behavior	Specific Behaviors
Establishes expectations for appropriate classroom behavior by clearly communicating and enforcing rules.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not establish expectations for appropriate classroom behavior	• Teacher candidate does not establish expectations for appropriate classroom behavior. • Teacher candidate does not communicate classroom rules. • Teacher candidate does not enforce classroom rules.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes establishes expectations for appropriate classroom behavior	• Teacher candidate sometimes establishes expectations for appropriate classroom behavior. • Teacher candidate communicates classroom rules inconsistently. • Teacher candidate enforces classroom rules inconsistently.
	3 Competent (Competency Met)	Teacher candidate regularly establishes expectations for appropriate classroom behavior	• Teacher candidate effectively establishes expectations for appropriate classroom behavior. • Teacher candidate effectively communicates classroom rules. • Teacher candidate effectively enforces classroom rules.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently establishes expectations for appropriate classroom behavior	• Teacher candidate consistently and effectively establishes expectations for appropriate classroom behavior. • Teacher candidate consistently and effectively communicates classroom rules. • Teacher candidate consistently and effectively enforces classroom rules.

Objective	Rating	General Behavior	Specific Behaviors
Demonstrates consistency and fairness, in a timely manner, when implementing appropriate consequences or disciplinary action to reinforce rules and expectations of appropriate classroom behavior.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not implement classroom rules or consequences consistently or fairly	• Teacher candidate does not implement appropriate consequences. • Teacher candidate does not implement consequences in a timely manner. • Teacher candidate does not demonstrate fairness when implementing consequences or disciplinary action.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes communicates rules and consequences consistently and fairly	• Teacher candidate sometimes implements inappropriate consequences. • Teacher candidate sometimes implements consequences in a timely manner. • Teacher candidate sometimes demonstrates fairness when implementing consequences or disciplinary action.
	3 Competent (Competency Met)	Teacher candidate regularly communicates classroom rules and consequences consistently and fairly	• Teacher candidate effectively implements appropriate consequences. • Teacher candidate effectively implements consequences in a timely manner. • Teacher candidate effectively demonstrates fairness when implementing consequences or disciplinary action.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently communicates classroom rules and consequences consistently and fairly	• Teacher candidate consistently and effectively communicates appropriate consequences. • Teacher candidate consistently and effectively implements consequences in a timely manner. • Teacher candidate consistently and effectively demonstrates fairness when implementing consequences or disciplinary action.

Objective	Rating	General Behavior	Specific Behaviors
Manages minimally disruptive behavior with low profile corrections.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not manage minimally disruptive behavior	• Teacher candidate does not monitor student behavior, enforce standards of conduct or respond effectively to disruptions. • Teacher candidate does not use non-verbal strategies to address disruptive behaviors in a low profile manner—eye contact, proximity, hand signals. • Teacher candidate addresses minimal disruptions in a way that embarrasses the student or wastes instructional time.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes manages minimally disruptive behavior	• Teacher candidate occasionally monitors student behavior, or responds inconsistently to similar student disruptions. • Teacher candidate occasionally uses non-verbal strategies to address disruptive behaviors in a low profile manner—eye contact, proximity, hand signals. • Teacher candidate addresses minimal disruptions inconsistently.
	3 Competent (Competency Met)	Teacher candidate regularly manages minimally disruptive behavior	• Teacher candidate frequently monitors student behavior, enforces standards of conduct, and responds effectively to disruptions. • Teacher candidate effectively uses non-verbal strategies to address disruptive behaviors in a low profile manner—eye contact, proximity, hand signals. • Teacher candidate effectively addresses minimal disruptions quickly without embarrassing the student or wasting instructional time.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently manages minimally disruptive behavior	• Teacher candidate consistently and effectively monitors student behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any in appropriate behavior. • Teacher candidate consistently and effectively uses non-verbal strategies to address disruptive behaviors in a low profile manner—eye contact, proximity, hand signals. • Teacher candidate addresses minimal disruptions quickly and consistently without embarrassing the student or wasting instructional time.

Objective	Rating	General Behavior	Specific Behaviors
Utilizes classroom procedures, routines and resources to effectively manage the classroom.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not utilize classroom procedures and routines effectively	• Teacher candidate does not use procedures for getting students' attention, managing transitions, or the distribution and collection of resources/materials. • Teacher candidate does not use routines to create a safe intellectual environment. • Teacher candidate does not use procedures to manage the noise level in the classroom. • Teacher candidate does not effectively correct the situation when procedures are not working.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes utilizes classroom procedures and routines effectively	• Teacher candidate sometimes or ineffectively uses procedures for getting students' attention, managing transitions, or the distribution and collection of resources/materials. • Teacher candidate occasionally uses routines to create a safe intellectual environment. • Teacher candidate ineffectively uses procedures to manage the noise level in the classroom. • Teacher candidate inconsistently corrects the situation when procedures are not working.
	3 Competent (Competency Met)	Teacher candidate regularly utilizes classroom procedures and routines effectively	• Teacher candidate uses clear procedures for getting students' attention, managing transitions, and during the distribution and collection of resources/materials. • Teacher candidate effectively uses routines to create a safe intellectual environment. • Teacher candidate effectively uses procedures to manage the noise level in the classroom. • Teacher candidate effectively corrects the situation when procedures are not working.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently utilizes classroom procedures and routines effectively	• Teacher candidate consistently and effectively uses clear procedures for getting students' attention, managing transitions, and during the distribution and collection of resources/materials. • Teacher candidate consistently and effectively uses routines to create a safe intellectual environment where students take academic risks. • Teacher candidate skillfully uses procedures to manage the noise level in the classroom. • Teacher candidate skillfully corrects the situation when procedures are not working.

Objective	Rating	General Behavior	Specific Behaviors
Uses praise to reinforce positive behaviors.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not use praise	• Teacher candidate does not use praise to reinforce positive behaviors. • Teacher candidate's positive to negative reinforcement ratio is less than 1:1. • Teacher candidate does not use a variety of strategies when giving praise.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes uses praise	• Teacher candidate occasionally uses praise to reinforce positive behaviors. • Teacher candidate's positive to negative reinforcement ratio is 1:1. • Teacher candidate uses one to two different strategies when giving praise.
	3 Competent (Competency Met)	Teacher candidate regularly uses praise	• Teacher candidate uses praise to effectively reinforce positive behaviors. • Teacher candidate's positive to negative reinforcement ratio is 2:1. • Teacher candidate effectively uses a variety of strategies when giving praise.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently uses praise	• Teacher candidate consistently uses praise to effectively reinforce positive behaviors. • Teacher candidate's positive to negative reinforcement ratio is 4:1. • Teacher candidate skillfully uses a variety of strategies when giving praise.

Objective	Rating	General Behavior	Specific Behaviors
Uses effective transitions between activities and lessons.	1 Emerging (Needs Major Improvement)	Teacher candidate does not use effective transitions	• Teacher candidate does not have an effective plan or clear procedures for transitions between activities and lessons. • Teacher candidate allows transitions to take an inappropriate amount of time between activities and lessons. • Teacher candidate loses control of all students during transitions between activities and lessons.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes uses effective transitions	• Teacher candidate uses ineffective procedures for transitions between activities and lessons. • Teacher candidate sometimes takes too long on transitions between activities and lessons. • Teacher candidate sometimes loses control of students during transitions between activities and lessons.
	3 Competent (Competency Met)	Teacher candidate regularly uses effective transitions	• Teacher candidate regularly uses an effective plan or clear procedures for transitions between activities and lessons. • Teacher candidate regularly uses an appropriate amount of time for transitions between activities and lessons. • Teacher candidate regularly maintains control of students during transitions between activities and lessons.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently uses effective transitions	• Teacher candidate consistently uses an effective plan and clear procedures for transitions between activities and lessons. • Teacher candidate consistently uses an appropriate amount of time for transitions between activities and lessons. • Teacher candidate consistently maintains control of students during transitions between activities and lessons.

Objective	Rating	General Behavior	Specific Behaviors
Demonstrates an awareness of ongoing activities, student behavior, and student participation throughout the lesson.	1 Emerging (Needs Major Improvement)	Teacher candidate does not demonstrate an awareness of what is going on in the classroom	• Teacher candidate does not monitor student participation levels to keep the majority of students engaged. • Teacher candidate does not scan the room or show an awareness of potential off task activities. • Teacher candidate does not effectively bring students back on task with minimal disruption to the lesson flow.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes demonstrates an awareness of what is going on in the classroom	• Teacher candidate sometimes monitors student participation levels to keep the majority of students engaged. • Teacher candidate sometimes scans the room and shows an awareness of potential off task activities. • Teacher candidate sometimes brings students back on task with minimal disruption to the lesson flow.
	3 Competent (Competency Met)	Teacher candidate regularly demonstrates an awareness of what is going on in the classroom	• Teacher candidate regularly monitors student participation levels to keep the majority of students engaged. • Teacher candidate regularly scans the room and shows an awareness of potential off task activities. • Teacher candidate regularly brings students back on task with minimal disruption to the lesson flow.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently demonstrates an awareness of what is going on in the classroom	• Teacher candidate consistently monitors student participation levels to keep all students engaged throughout the lesson. • Teacher candidate consistently scans the room and shows an awareness of potential off task activities. • Teacher candidate effectively brings students back on task without any disruption to the lesson flow.

Performance Observation Rating Rubric

Instructing and Engaging Students

The graduate integrates a variety of instructional strategies that engage students in the learning process and
encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.

Note to clinical supervisors: Choose the rating that applies to the majority of specific behaviors.
If a specific behavior deserves additional comment, please note in the comment box for this section.

Objective	Rating	General Behavior	Specific Behaviors
Fosters and maintains student engagement by teaching interesting lessons that includes opportunities for active student participation.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not foster student engagement	• Teacher candidate does not foster or maintain student engagement. • Teacher candidate over uses direct instruction. • Teacher candidate does not create opportunities to encourage active student participation. • Teacher candidate uses instructional materials that are not engaging or interesting to students. • Teacher candidate does not demonstrate enthusiasm for the lesson or learning.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes fosters student engagement	• Teacher candidate inconsistently fosters or maintains student engagement • Teacher candidate attempts 1-2 strategies for lesson delivery rather than solely relying on direct instruction. • Teacher candidate inconsistently creates opportunities to encourage active student participation. • Teacher candidate uses instructional materials that are minimally engaging or interesting to students. • Teacher candidate inconsistently demonstrates enthusiasm for the lesson and leaning.
	3 Competent (Competency Met)	Teacher candidate regularly fosters student engagement	• Teacher candidate fosters or maintains student engagement. • Teacher candidate uses multiple strategies for lesson delivery rather than solely relying on direct instruction. • Teacher candidate creates opportunities to encourage active student participation. • Teacher candidate uses instructional materials that are engaging or interesting to students. • Teacher candidate demonstrates enthusiasm for the lesson and learning.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently fosters student engagement	• Teacher candidate fosters and maintains 100% student engagement. • Teacher candidate uses multiple strategies for lesson delivery that are engaging and interactive. • Teacher candidate creates multiple opportunities to encourage active student participation throughout the lesson. • Teacher candidate uses instructional materials that are engaging and interesting to students. • Teacher candidate demonstrates enthusiasm for the lesson and learning that is reflected in student participation.

Objective	Rating	General Behavior	Specific Behaviors
Adjusts instruction in response to student needs.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not adjust instruction	• Teacher candidate does not monitor students' understanding during instruction. • Teacher candidate is unable to provide appropriate clarification or extensions of instruction to meet students' needs. • Teacher candidate does not adjust instruction in response to students' needs.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes adjusts instruction	• Teacher candidate uses 1-2 methods to monitor students' understanding but makes inappropriate adjustments to instruction to meet students' needs. • Teacher candidate struggles to provide appropriate clarification or extensions of instruction to meet students' needs. • Teacher candidate sometimes adjusts instruction in response to students' needs.
	3 Competent (Competency Met)	Teacher candidate regularly adjusts instruction	• Teacher candidate uses several methods to monitor students' understanding and makes appropriate adjustments to instruction to meet students' needs. • Teacher candidate provides appropriate clarification or extensions of instruction to meet students' needs. • Teacher candidate adjusts instruction in response to students' needs.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently adjusts instruction	• Teacher candidate consistently uses multiple methods to monitor students' understanding and makes appropriate adjustments to instruction to meet students' needs. • Teacher candidate consistently provides appropriate clarification or extensions of instruction to meet students' needs. • Teacher candidate expertly adjusts instruction in response to students' needs.

Objective	Rating	General Behavior	Specific Behaviors
Uses questioning strategies to stimulate discussion.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not use questioning strategies	• Teacher candidate does not adjust level of questioning to develop understanding of content knowledge at the appropriate cognitive level of students. • Teacher candidate does not use a variety of questioning strategies. • Teacher candidate does not question a variety of students in different ways while demonstrating sensitivity to students' personalities. • Teacher candidate does not effectively use questioning strategies to stimulate discussion.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes uses questioning strategies	• Teacher candidate sometimes adjusts the level of questioning to develop understanding of content knowledge at the appropriate cognitive level of students. • Teacher candidate sometimes uses a variety of questioning strategies. • Teacher candidate inconsistently questions a variety of students in different ways while demonstrating sensitivity to students' personalities. • Teacher candidate sometimes uses questioning strategies to stimulate discussion.
	3 Competent (Competency Met)	Teacher candidate regularly uses questioning strategies	• Teacher candidate regularly adjusts the level of questioning to develop understanding of content knowledge at the appropriate cognitive level of students. • Teacher candidate regularly uses a variety of questioning strategies. • Teacher candidate regularly questions a variety of students in different ways while demonstrating sensitivity to students' personalities. • Teacher candidate regularly uses questioning strategies to stimulate discussion.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently uses questioning strategies	• Teacher candidate consistently adjusts the level of questioning to develop understanding of content knowledge at the appropriate cognitive level of students. • Teacher candidate consistently uses a variety of questioning strategies. • Teacher candidate consistently questions a variety of students in different ways while demonstrating sensitivity to students' personalities. • Teacher candidate consistently uses questioning strategies to stimulate discussion.

Objective	Rating	General Behavior	Specific Behaviors
Uses technology, as appropriate, to engage students in the learning process.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not use technology to engage students	• Teacher candidate does not use technology to foster student engagement. • Teacher candidate demonstrates incompetence when using technology. • Teacher candidate over relies on technology that may distract from student learning.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes uses technology to engage students	• Teacher candidate uses technology on a minimum basis to foster student engagement. • Teacher candidate struggles when using technology. • Teacher candidate sometimes over relies on technology that may distract from student learning.
	3 Competent (Competency Met)	Teacher candidate regularly uses technology to engage students	• Teacher candidate effectively uses technology to foster student engagement. • Teacher candidate is competent when using technology. • Teacher candidate does not over rely on technology.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently uses technology to engage students	• Teacher candidate creatively uses technology to foster student engagement. • Teacher candidate is competent and innovative when using technology. • Teacher candidate does not over rely on technology and may incorporate students' use of technology.

Objective	Rating	General Behavior	Specific Behaviors
Creates collaborative learning opportunities by utilizing various grouping arrangements.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not use various grouping arrangements	• Teacher candidate does not create collaborative learning opportunities. • Teacher candidate does not utilize a variety of grouping arrangements (pair-share, group discussion, partner activities, cooperative grouping, etc.). • Teacher candidate does not allow students to talk or interact during the majority of the lesson.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes uses various grouping arrangements	• Teacher candidate sometimes creates collaborative learning opportunities. • Teacher candidate sometimes utilizes a variety of grouping arrangements (pair-share, group discussion, partner activities, cooperative grouping, etc.). • Teacher candidate sometimes encourages students to talk and interact at appropriate times.
	3 Competent (Competency Met)	Teacher candidate regularly uses various grouping arrangements	• Teacher candidate regularly creates collaborative learning opportunities. • Teacher candidate regularly utilizes a variety of grouping arrangements (pair-share, group discussion, partner activities, cooperative grouping, etc.). • Teacher candidate regularly encourages students to talk and interact at appropriate times.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently uses various grouping arrangements	• Teacher candidate consistently creates collaborative learning opportunities. • Teacher candidate consistently utilizes a variety of grouping arrangements (pair-share, group discussion, partner activities, cooperative grouping, etc.). • Teacher candidate consistently encourages students to talk and interact at appropriate times.

Objective	Rating	General Behavior	Specific Behaviors
Provides opportunities for students to develop their critical thinking, creative skills, and problem solving skills.	1 Emerging (Needs Major Improvement)	Teacher candidate does not provide opportunities for students to develop critical thinking, creative skills, and problem solving skills	• Teacher candidate does not provide opportunities for students to develop critical thinking skills. • Teacher candidate does not provide opportunities for students to share their individual perspectives regarding lesson content, when appropriate. • Teacher candidate does not allow flexibility for students to demonstrate creative approaches to learning, when appropriate. • Teacher candidate does not allow flexibility for students to demonstrate individual problem solving skills, when appropriate.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes provides opportunities for students to develop critical thinking, creative skills, and problem solving skills	• Teacher candidate sometimes provides opportunities for students to develop critical thinking skills. • Teacher candidate sometimes provides opportunities for students to share their individual perspectives regarding lesson content, when appropriate. • Teacher candidate sometimes allows flexibility for students to demonstrate creative approaches to learning, when appropriate. • Teacher candidate sometimes allows flexibility for students to demonstrate individual problem solving skills, when appropriate.
	3 Competent (Competency Met)	Teacher candidate regularly provides opportunities for students to develop critical thinking, creative skills, and problem solving skills	• Teacher candidate regularly provides opportunities for students to develop critical thinking skills. • Teacher candidate regularly provides opportunities for students to share their individual perspectives regarding lesson content, when appropriate. • Teacher candidate regularly allows flexibility for students to demonstrate creative approaches to learning, when appropriate. • Teacher candidate regularly allows flexibility for students to demonstrate individual problem solving skills, when appropriate.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently provides opportunities for students to develop critical thinking, creative skills, and problem solving skills	• Teacher candidate consistently provides opportunities for students to develop critical thinking skills. • Teacher candidate consistently provides opportunities for students to share their individual perspectives regarding lesson content, when appropriate. • Teacher candidate effectively allows flexibility for students to demonstrate creative approaches to learning, when appropriate. • Teacher candidate effectively allows flexibility for students to demonstrate individual problem solving skills, when appropriate.

Objective	Rating	General Behavior	Specific Behaviors
Promotes students' communication skills by creating varied opportunities for speaking, listening, reading, and writing.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not create varied opportunities for speaking, listening, reading, and writing	• Teacher candidate does not provide opportunities for students to talk and interact, as appropriate. • Teacher candidate does not encourage or model active listening during the lesson. • Teacher candidate does not incorporate varied opportunities for reading and writing during the lesson.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes creates varied opportunities for speaking, listening, reading, and writing	• Teacher candidate provides limited opportunities for students to talk and interact, as appropriate. • Teacher candidate inconsistently encourages or models active listening during the lesson. • Teacher candidate briefly incorporates varied opportunities for reading and writing during the lesson.
	3 Competent (Competency Met)	Teacher candidate regularly creates varied opportunities for speaking, listening, reading, and writing	• Teacher candidate provides opportunities for students to talk and interact, as appropriate. • Teacher candidate regularly encourages or models active listening during the lesson. • Teacher candidate incorporates varied opportunities for reading and writing during the lesson.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently creates varied opportunities for speaking, listening, reading, and writing	• Teacher candidate provides many opportunities for students to talk and interact, as appropriate. • Teacher candidate effectively encourages and models active listening during the lesson. • Teacher candidate incorporates varied opportunities for reading and writing during the lesson that are engaging.

Objective	Rating	General Behavior	Specific Behaviors
Creates opportunities for students to learn, practice, and master academic language.* **Academic language** is the oral, written, auditory, and visual language required to learn effectively in schools. As opposed to conversational or social language, academic language is the "formal language" of the classroom used in vocabulary, grammar, punctuation, syntax, or discipline-specific terminology.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not create opportunities for students to engage in academic language	• Teacher candidate does not create opportunities for students to practice and master academic language. • Teacher candidate does not model appropriate academic language. • Teacher candidate often "simplifies" concepts and words instead of using correct academic language. • Teacher candidate does not use a variety of strategies to explicitly teach academic language and content vocabulary.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes creates opportunities for students to engage in academic language	• Teacher candidate sometimes creates opportunities for students to practice and master academic language. • Teacher candidate inconsistently models appropriate academic language. • Teacher candidate sometimes "simplifies" concepts and words instead of using correct academic language. • Teacher candidate sometimes uses strategies to explicitly teach academic language and content vocabulary.
	3 Competent (Competency Met)	Teacher candidate regularly creates opportunities for students to engage in academic language	• Teacher candidate regularly creates opportunities for students to practice and master academic language. • Teacher candidate regularly models appropriate academic language. • Teacher candidate does not "simplify" concepts and words and uses correct academic language. • Teacher candidate regularly uses a variety of strategies to explicitly teach academic language and content vocabulary.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently creates opportunities for students to engage in academic language	• Teacher candidate consistently creates opportunities for students to practice and master academic language. • Teacher candidate consistently models appropriate academic language. • Teacher candidate does not "simplify" concepts and challenges students to engage with new academic language. • Teacher candidate consistently uses a variety of strategies to explicitly teach academic language and content vocabulary.

Performance Observation Rating Rubric

Lesson Presentation

The graduate integrates effective strategies to manage the delivery of lesson content.

Note to clinical supervisors: Choose the rating that applies to the majority of specific behaviors.
If a specific behavior deserves additional comment, please note in the comment box for this section.

Objective	Rating	General Behavior	Specific Behaviors
Has a clear start to the lesson by making connections to previous learning.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not have a clear start to the lesson and does not make connections to previous learning	• Teacher candidate does not have a clear start to the lesson. • Teacher candidate does not make connections to previous learning. • Teacher candidate provides inaccurate connections between previous learning and the upcoming lesson.
	2 Learning (Needs Minor Improvement)	Teacher candidate has a somewhat clear start to the lesson and makes very few connections to previous learning	• Teacher candidate has an incomplete or brief start to the lesson. • Teacher candidate makes unclear connections to previous learning. • Teacher candidate provides some inaccurate connections between previous learning and the upcoming lesson.
	3 Competent (Competency Met)	Teacher candidate regularly has a clear start to the lesson and makes connections to previous learning	• Teacher candidate has a clear start to the lesson. • Teacher candidate makes connections to previous learning. • Teacher candidate provides accurate connections between previous learning and the upcoming lesson.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently has a very clear start to the lesson and makes several connections to previous learning	• Teacher candidate has a clear and engaging start to the lesson. • Teacher candidate makes several connections to previous learning. • Teacher candidate provides accurate and engaging connections between previous learning and the upcoming lesson.

Objective	Rating	General Behavior	Specific Behaviors
Ensures that all instructional materials and equipment are available and operational at the start of the lesson.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not have all instructional materials ready at the start of the lesson	• Teacher candidate does not have instructional materials prepared and ready at the start of the lesson. • Teacher candidate does not have all equipment ready and operational at the start of the lesson. • Teacher candidate does not have necessary copies or other materials ready at the start of the lesson.
	2 Learning (Needs Minor Improvement)	Teacher candidate has most of the instructional materials ready at the start of the lesson	• Teacher candidate does not have all instructional materials ready at start of the lesson. • Teacher candidate has some equipment ready and operational at the start of the lesson. • Teacher candidate has some of the necessary copies or other materials ready at the start of the lesson.
	3 Competent (Competency Met)	Teacher candidate has all instructional materials ready at the start of the lesson	• Teacher candidate has all instructional materials ready at the start of the lesson. • Teacher candidate has all equipment ready and operational at the start of the lesson. • Teacher candidate has all necessary copies or other materials ready at the start of the lesson.
	4 Exemplary (Pass with Commendation)	Teacher candidate has all instructional materials ready for the lesson with extension materials readily available, as appropriate	• Teacher candidate has all instructional materials ready well in advance of the lesson. • Teacher candidate ensures that all the equipment is ready and operational well in advance of the lesson. • Teacher candidate ensures all necessary copies and all extension materials (as appropriate) are ready well in advance of the lesson.

Objective	Rating	General Behavior	Specific Behaviors
Reviews the objectives for the lesson and provides an overall explanation for the upcoming lesson.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not review the objectives of the lesson and does not provide an overall explanation for the lesson	• Teacher candidate does not review lesson objectives. • Teacher candidate does not provide an overall explanation for the upcoming lesson. • Teacher candidate does state the objectives for the lesson either verbally nor in writing (posted in the room).
	2 Learning (Needs Minor Improvement)	Teacher candidate partially reviews the objectives of the lesson and partially provides an explanation for the lesson	• Teacher candidate reviews some but not all of the lesson objectives. • Teacher candidate provides an incomplete explanation for the upcoming lesson. • Teacher candidate states some but not all of the objectives for the lesson either verbally or in writing (posted in the room).
	3 Competent (Competency Met)	Teacher candidate reviews all of the objectives of the lesson and provides an overall explanation for the lesson	• Teacher candidate regularly reviews all of the lesson objectives. • Teacher candidate effectively provides an overall explanation for the upcoming lesson. • Teacher candidate regularly states all the objectives for the lesson either verbally or in writing (posted in the room).
	4 Exemplary (Pass with Commendation)	Teacher candidate reviews all of the objectives of the lesson in an engaging manner and provides a thorough overall explanation for the lesson	• Teacher candidate consistently reviews all of the lesson objectives in an engaging manner. • Teacher candidate effectively provides a thorough and engaging explanation for the upcoming lesson. • Teacher candidate consistently states all the objectives for the lesson both verbally and in writing.

Objective	Rating	General Behavior	Specific Behaviors
Communicates high expectations for all students.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not communicate high expectations	• Teacher candidate does not communicate high expectations for students. • Teacher candidate communicates inappropriately low expectations of student achievement. • Teacher candidate does not explain or model any expectations for quality effort from students.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes communicates high expectations	• Teacher candidate sometimes communicates high expectations for some students. • Teacher candidate sometimes communicates low expectations of student achievement. • Teacher candidate sometimes explains or models expectations for quality effort from students.
	3 Competent (Competency Met)	Teacher candidate regularly communicates high expectations	• Teacher candidate regularly communicates high expectations for all students. • Teacher candidate regularly communicates high expectations of student achievement. • Teacher candidate regularly explains or models high expectations for quality effort from students.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently communicates high expectations	• Teacher candidate consistently communicates high expectations for all students. • Teacher candidate consistently communicates high expectations of student achievement. • Teacher candidate consistently explains or models high expectations for quality effort from all students.

Objective	Rating	General Behavior	Specific Behaviors
Checks for mastery of each step of the lesson before moving to the next step.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not check for mastery	• Teacher candidate never or rarely checks for student mastery at each step of the lesson. • Teacher candidate does not use quick, on-the-spot assessments throughout instruction. • Teacher candidate provides students with inaccurate feedback or clarifications.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes checks for mastery	• Teacher candidate sometimes checks for student mastery at each step of the lesson. • Teacher candidate sometimes uses quick, on the spot assessments throughout the lesson. • Teacher candidate sometimes provides students with inaccurate feedback or clarifications.
	3 Competent (Competency Met)	Teacher candidate regularly checks for mastery	• Teacher candidate frequently checks for student mastery at each step of the lesson. • Teacher candidate uses quick, on-the-spot assessments throughout the lesson. • Teacher candidate regularly provides students with accurate feedback or clarifications.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently checks for mastery	• Teacher candidate consistently and effectively checks for student mastery at each step of the lesson. • Teacher candidate consistently uses quick, on-the-spot assessments throughout instruction. • Teacher candidate consistently provides accurate feedback or clarifications.

Objective	Rating	General Behavior	Specific Behaviors
Organizes, allocates, and manages time and physical space to maximize instructional time.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not manage time, materials and physical space	• Teacher candidate does not pace the lesson to make maximum use of instructional time. • Teacher candidate does not effectively use the physical space to maximize instructional time. • Teacher candidate does not have transitions between activities and class time is wasted.
	2 Learning (Needs Minor Improvement)	Teacher candidate inadequately manages time, materials and physical space	• Teacher candidate inconsistently paces the lesson to make maximum use of instructional time. • Teacher candidate sometimes uses the physical space effectively to maximize instructional time. • Teacher candidate sometimes has effective transitions between activities and minimal class time is wasted.
	3 Competent (Competency Met)	Teacher candidate adequately manages time, materials and physical space	• Teacher candidate adequately paces the lesson to make maximum use of instructional time. • Teacher candidate regularly uses the physical space effectively to maximize instructional time. • Teacher candidate has effective transitions between activities and class time is not wasted.
	4 Exemplary (Pass with Commendation)	Teacher candidate manages time, materials and physical space in a superior manner	• Teacher candidate expertly paces the lesson to make maximum use of instructional time. • Teacher candidate consistently uses the physical space effectively to maximize instructional time. • Teacher candidate skillfully utilizes transitions between activities and class time is not wasted.

Objective	Rating	General Behavior	Specific Behaviors
Moves about the classroom during seat work to check work and provide assistance to students.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not move about the classroom	• Teacher candidate stays at the front of the room or at a desk during seat work. • Teacher candidate does not provide any assistance to individual students during seat work. • Teacher candidate does not move around checking work of students during seat work.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes moves about the classroom	• Teacher candidate sometimes steps away from the front of the class or a desk during seat work. • Teacher candidate sometimes provides assistance to students during seat work. • Teacher candidate sometimes moves around checking work of students during seat work.
	3 Competent (Competency Met)	Teacher candidate regularly moves about the classroom	• Teacher candidate regularly moves around the classroom during seat work. • Teacher candidate regularly provides assistance to students during seat work. • Teacher candidate regularly moves around checking work of students during seat work.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently moves about the classroom	• Teacher candidate consistently moves about the classroom during seat work. • Teacher candidate consistently provides assistance to students during seat work. • Teacher candidate consistently moves around checking work of students during seat work.

Objective	Rating	General Behavior	Specific Behaviors
Allows wait time when introducing new or abstract material or when posing more complex questions.	1 Emerging (Needs Major Improvement)	Teacher candidate does not allow for wait time	• Teacher candidate rushes through the lesson without regard for wait time. • Teacher candidate allows too little time for students to think or pose responses. • Teacher candidate answers his or her own questions rather than waiting for students to respond.
	2 Learning (Needs Minor Improvement)	Teacher candidate sometimes allows for wait time	• Teacher candidate rushes through the lesson with some regard for wait time. • Teacher candidate is inconsistent in providing adequate wait time for students to think or pose responses. • Teacher candidate occasionally answers his or her own questions rather than waiting for students to respond.
	3 Competent (Competency Met)	Teacher candidate regularly allows for wait time	• Teacher candidate paces the lesson to provide appropriate wait time. • Teacher candidate provides adequate wait time for students to think or pose responses. • Teacher candidate allows sufficient time for students to respond before providing guiding comments.
	4 Exemplary (Pass with Commendation)	Teacher candidate consistently allows for wait time	• Teacher candidate consistently paces the lesson to provide appropriate wait time. • Teacher candidate consistently provides adequate wait time for students to think or pose responses. • Teacher candidate consistently allows sufficient time for students to respond before providing guiding comments.

Objective	Rating	General Behavior	Specific Behaviors
Has a clear end to the lesson by reviewing objectives to see if they were met.	1 Emerging (Needs Major Improvement)	Teacher candidate does not effectively close the lesson	• Teacher candidate does not have a clear end to the lesson. • Teacher candidate does not gain all students' attention before reviewing objectives and closing the lesson. • Teacher candidate does not restate the objectives either verbally or in writing (posted in the room). • Teacher candidate does not review the objectives to see if they were met.
	2 Learning (Needs Minor Improvement)	Teacher candidate somewhat closes the lesson	• Teacher candidate has a brief or incomplete closure to the lesson. • Teacher candidate gains some students' attention before reviewing objectives and closing the lesson. • Teacher candidate inadequately restates the objectives either verbally or in writing (posted in the room). • Teacher candidate inadequately reviews the objectives to see if they were met.
	3 Competent (Competency Met)	Teacher candidate effectively closes the lesson	• Teacher candidate has a clear end to the lesson. • Teacher candidate restates the objectives either verbally or in writing (posted in the room). • Teacher candidate reviews the objectives to see if they were met. • Teacher candidate gains all students' attention before reviewing objectives and closing the lesson.
	4 Exemplary (Pass with Commendation)	Teacher candidate effectively closes the lesson and review the objectives of the lesson	• Teacher candidate has a clear and engaging end to the lesson. • Teacher candidate consistently and effectively gains all students' attention before reviewing objectives and closing the lesson. • Teacher candidate consistently and effectively restates the objectives either verbally or in writing (posted in the room). • Teacher candidate consistently and effectively reviews the objectives to see if they were met.

Objective	Rating	General Behavior	Specific Behaviors
Provides a transition and explanation of homework, as appropriate, and a preview of the next lesson.	**1** Emerging (Needs Major Improvement)	Teacher candidate does not provide any transition or explanation of homework, as appropriate	• Teacher candidate does not provide a transition between the lesson and homework, if assigned. • Teacher candidate assigns homework but does not provide an explanation of the homework, if assigned. • Teacher candidate does not provide a preview to the next lesson.
	2 Learning (Needs Minor Improvement)	Teacher candidate inadequately provides a transition or an explanation of homework, as appropriate	• Teacher candidate inadequately provides a transition between the lesson and homework, if assigned. • Teacher candidate provides an inadequate or unclear explanation of the homework, if assigned. • Teacher candidate provides an inadequate or unclear preview of the next lesson.
	3 Competent (Competency Met)	Teacher candidate effectively provides an explanation of homework, as appropriate	• Teacher candidate effectively provides a transition between the lesson and homework, if assigned. • Teacher candidate effectively provides an explanation of the homework, if assigned. • Teacher candidate effectively provides a preview to the next lesson.
	4 Exemplary (Pass with Commendation)	Teacher candidate effectively provides an engaging transition and thorough explanation of homework, as appropriate, and a preview to the next lesson	• Teacher candidate provides an appropriately engaging transition between the lesson and homework, if assigned. • Teacher candidate provides a thorough explanation of the homework, if assigned. • Teacher candidate effectively provides an engaging preview to the next lesson.