

## *Observation of Candidate Rubric*

(Content adapted from Danielson, 1996)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Endorsement Course: \_\_\_\_\_

Time: \_\_\_\_\_

Observer: \_\_\_\_\_

School: \_\_\_\_\_

<b>Category</b>	<b>Unsatisfactory- 1</b>	<b>Basic - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<b>Knowledge of Content</b>  Candidate...	Makes content errors or does not correct content errors of students.	Displays basic content knowledge but cannot articulate connections with other areas of the discipline.	Displays solid content knowledge and makes connections between the content and other areas of the discipline.	Displays extensive content knowledge and makes many connections, with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Content-Related Pedagogy</b>  Candidate...	Displays little understanding of pedagogical issues involved in student learning of content.	Displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect best practice research within the discipline but without anticipating student misconceptions.	Displays continuing search for best practice and anticipates student misconceptions.
<b>Understanding of Students' Approaches to Learning &amp; Characteristics</b>  Candidate...	Unresponsive to different learning styles, modalities, & different intellectual levels & characteristics	Displays general understanding of different approaches to learning and various characteristics of students' learning levels.	Displays solid understanding of different learning approaches and the characteristics of learning levels.	Competently uses varied approaches to learning style, modalities and intellectual levels where appropriate.
<b>Knowledge of Students' Interests &amp; Cultural Heritage</b>  Candidate...	Displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Recognizes value of understanding students' interests/ heritage but displays this knowledge for the class only as a whole.	Displays knowledge of the interests/ cultural heritage of groups of students and recognizes the value of this knowledge.	Displays knowledge of the interests or cultural heritage of each student.
<b>Clarity of Goals</b>	Goals are not clear and do not permit viable methods of assessment	Goals are moderately clear, but some do not permit viable methods of assessment.	Most of the goals are clear and most permit viable methods of assessment	All of the goals are clear and permit viable methods of assessment.
<b>Suitability of Goals for Diverse</b>	Goals are not suitable for diverse learners	Most of the goals are suitable for most of the students	All of the goals are suitable for most students in the	Goals take into account the varying learning needs of

<b>Learners</b>		in the class.	class.	individual students or groups.
<b>Learning Activities...</b>	Activities are not suitable for students or instructional goals and activities do not follow organized progression or reflect recent research.	Some to the activities are suitable for students and instructional goals. Progression of activities is uneven and some do not reflect recent research	Most activities are suitable for students and instructional goals. Progression of activities is fairly even and most reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently and reflect recent professional research.
<b>Discussion Techniques and Quality of Questions</b>	Interaction with students is mostly recitation style and teacher's questions are of poor quality.	Some attempt is made to engage students in true discussion, with uneven results. Teacher's questions are of low and high quality. Only some invite a response.	Interaction represents true discussion. Most teacher questions are of high quality. Adequate time is available for students to respond.	Students assume considerable responsibility for discussion. Teacher's questions are of uniformly high quality. Students formulate many questions.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Assessment Criteria and Standards</b>	The proposed approach contains no clear criteria or standards	Assessment criteria and standards have been developed, but they are not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been communicated to students.	Assessment criteria & standards are clear & have been communicated to students. There is evidence that students contributed to the development of criteria
<b>Teacher Interaction with Students</b>	Interaction with some students is negative, or inappropriate for age or culture of the student(s). Students disrespect teacher.	Interactions are generally appropriate but may reflect occasional favoritism or disregard for students' culture.	Interactions are friendly and demonstrate general caring and respect. Students exhibit respect for the teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher, beyond that for the role.
<b>Expectations/</b>	No clear standards	Standards of	Standards of	Students monitor

<b>Behavior</b>	of conduct appear to be established	conduct appear to have been established & most abide by them	conduct are clear to all students and they are followed.	their own behavior and their peers' behavior, correcting one another.
Column Total				
Overall Total				

Danielson, C. (1996). *Enhancing Professional Practice: A framework for teaching*. ASCD.