

Student Teaching/Practicum Observation Rubric for TESOL			
EDESL 785, EDESL 788, EDESL 750, EDESL 751			
(Completed by the Clinical Supervisor)			
2.26.15			
Teacher Candidate Name:			
School Site/Cooperating Teacher (if applicable):			
Clinical Supervisor:			
Seminar Instructor:			
Observation #:	1	2 (Video Review)	3
Date of Observation:			
Class Observed:			
<p>Instructions: The clinical supervisor shall review candidate performance based on the 5 performance levels indicated in the rating key for each performance standard included in the rubric. The clinical supervisor will assign a rating and make anecdotal comments justifying the rating and suggestions for candidate growth. If there is no opportunity to observe a given standard, a rating of "N" should be issued. N ratings will not be factored into the overall rubric score. After completion, the rubric will be discussed with the candidate and shared with the course instruction and the office of clinical experiences.</p>			
Rating Key			
Level 1	Performance of a struggling candidate who is not yet ready to teach.		
Level 2	Some skill but needs more practice		
Level 3	Early novice teacher practices		
Level 4	Solid foundation of knowledge and skills		
Level 5	Exceptional beginning teacher practice		
	N No opportunity to observe		

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Standard 1	Alignmenet	PLANNING AND PREPARATION				
		How do candidate plans make connections between students' backgrounds and the content being taught?				
		Skill in Planning for Content Instruction	Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
1.a	3.a.1	This lesson plan fits into a series of connected content lessons that span at least 3 days and drive towards a clear content understanding				
1.b	3.a.1	The lesson plan specifies a clear content objective (Literature, Math, Science, Social Studies, etc) separate from the language skill				
1.c	3.a.5	Content objective is appropriately challenging for the developmental and skill levels of students				
1.d	1.a.1	Background knowledge needed to make sense of content is provided, if needed, e.g. through visuals				
1.e	2.g	Content activities make connections to students' assets: language, culture, previous learning				
1.f	3.a.3	Content materials and tasks are differentiated to ensure students at all proficiency levels can participate in the learning activities, including challenging advanced/gifted students and				
1.g	3.a.5	Planned assessments are designed to capture student learning as related to stated content objective				
		Observation 1 Comments:				
		Observation 2 Comments:				
		Observation 3 Comments:				
		How do candidate plans build on each other and make connections between the target language function and content to support students' English language development?				
		Skill in Planning for Language Instruction	Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
1.h	3.a.5	This lesson plan fits into a series of connected language lessons that span at least 3 days and drive towards a single language function				
1.i	3.b	The lesson plan specifies a clear language objective which includes but is not limited to: vocabulary, modalities, grammar, functions, discourse, pragmatics, etc				
1.j	3.a.1	Language objective is integrated with the content objectives				
1.k	3.b	Planned language activities are clearly connected to language objectives and are structured to push student language production				
1.l	3.a	Language tasks are differentiated to ensure students at all proficiency levels can participate and be challenged				
1.m	3.a.3	Planned language supports/scaffolds are tied to content and language objectives, e.g. sentence starters, word banks, authentic language sources, etc.				
1.n	4.a	Planned assessments designed to capture student language use as related to stated language objective				
		AUTO AVERAGE				
		Observation 1 Comments:				
		Observation 2 Comments:				
		Observation 3 Comments:				

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2		CLASSROOM ENVIRONMENT				
		How does the candidate demonstrate a positive learning environment that supports students' English language development within content-based instruction?				
			Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
		Skill in Developing a Culture of Learning				
2.a	1.b	Establishes and maintains consistent standards for student behavior using a variety of classroom management techniques and routines				
2.b	1.b	Uses nonverbal cues and other "light touch" techniques to address distracting behavior and promote good behavior				
2.c	1.b.5	Shows patience and encourages and rewards students for their persistence				
2.d	3.a.2	Creates a positive social community in which students feel comfortable taking risks with language and learning				
2.e	1.b.3	Welcomes ELLs to use their native language as appropriate to the learning goals and to share their cultural knowledge				
		AUTO AVERAGE				
		Observation 1 Comments:				
		Observation 2 Comments:				
		Observation 3 Comments:				

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3	INSTRUCTION & ASSESSMENT					
	How does the candidate actively engage students in developing English language proficiency within content-based instruction?					
		Skill in Teaching ESOL	Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
3.a	1.a.4	Candidate communicates accurately in spoken and written English				
3.b	3.a.3	Candidate modifies speech to ensure comprehensibility to ELLs, e.g. through clear and deliberate enunciation, providing wait time, native language assistance, text or visual aids.				
3.c	3.b	Candidate paces lesson effectively to maximize instructional time				
3.d	3.b	Candidate poses a range of questions from lower to higher-order (as appropriate for language proficiency and cognitive level)				
3.e	3.b.5	Students are prompted to elaborate on their responses to questions (as appropriate for language proficiency)				
3.f	3.b.2	Students spend most of the lesson time engaged in practicing the target language				
		AUTO AVERAGE				
	Observation 1 Comments:					
	Observation 2 Comments:					
	Observation 3 Comments:					
	What type of feedback does the candidate provide to students on their strengths and areas for improvement?					
		Skill in Assessment	Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
3.g	4.c.4	The teacher uses modeling and visual exemplars to make the expectation of high-quality work clear to students				
3.h	4.b.3	Students are given a number of opportunities to show the candidate if they have understood information and instructions				
3.i	3.b	Candidate provides feedback on errors as well as on strengths				
3.j	3.b	Candidate tells students what to do next with the feedback they have received				
3.k	4.c.2	Candidate exits the lesson with data on student language and content learning, e.g. exit tickets, written work, candidate notes taken, rubrics completed				
		AUTO AVERAGE				
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4	PROFESSIONAL RESPONSIBILITIES					
		Commitment to Teaching and Professionalism	Obs 1 Rating (Enter Value 1-5)	Obs 2 Rating (Enter Value 1-5)	Obs 3 Rating (Enter Value 1-5)	Auto Total
4.a	5.b.2	Candidate provides the supervisor the lesson plan by the pre-observation deadline				
4.b	5.b.2	Candidate incorporates pre-observation feedback				
4.c	5.b.2	In post-conference, candidate reflects on lesson and accepts suggestions for growth thoughtfully and constructively				
4.d	4.a.1	Candidate analyzes and uses assessment/student work data to identify next steps in instruction				
4.e	5.b.2	Candidate shows willingness and ability to propose ideas for investigating/developing further knowledge in areas identified as needing development.				
4.f	4.a.5	Candidate maintains clear records on the achievement of ELL students				
		AUTO AVERAGE				
		Observation 1 Comments:				
		Observation 2 Comments:				
		Observation 3 Comments:				
		Total Average	Obs 1 Total Average	Obs 2 Total Average	Obs 3 Total Average	Auto Total
		AUTO AVERAGE				
		GRADE CONVERSION				
		Observation 1 Final Narrative:				
		Observation 2 Final Narrative:				
		Observation 3 Final Narrative:				

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<i>Grade Conversion</i>	
1.0	65%
1.1	66%
1.2	67%
1.3	68%
1.4	69%
1.5	70%
1.6	71%
1.7	72%
1.8	73%
1.9	74%
2.0	75%
2.1	76%
2.2	77%
2.3	76%
2.4	77%
2.5	78%
2.6	79%
2.7	80%
2.8	81%
2.9	82%
3.0	83%
3.1	84%
3.2	85%
3.3	86%
3.4	87%
3.5	88%
3.6	89%
3.7	90%
3.8	91%
3.9	92%
4.0	93%
4.1	94%
4.2	95%
4.3	96%
4.4	97%
4.5	97%
4.6	98%
4.7	98%
4.8	99%
4.9	99%
5.0	100%