

# Certificate in Reflective and Faithful Teaching



## Supervised Teaching Session: Evaluation Rubric

Student's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

### Instructions for Students

1. Prepare a teaching plan for your class session, drawing on discussions from the colloquium on pedagogy, and provide your evaluator with a copy in advance of the class.
2. Conduct the class session with the faculty evaluator in attendance.
3. Meet with the evaluator to discuss the class session.

### Instructions for Evaluators

1. Before the class session, review the student's teaching plan and familiarize yourself with this rubric.
2. Observe the student teach the class session.
3. Complete sections 1-3 of this rubric, adding specific comments where applicable
4. Meet with the student to discuss the class session and offer feedback on areas of strength and weakness in the student's teaching.
5. After meeting with the student, complete section 4 of the rubric and write a brief summary of your observations.
6. Send the completed form to the Th.D. director, who will share a copy with the student and upload the evaluation to the student's file.

*NB: This evaluation tool was first designed for another context and has been adapted for use in the CRAFT program.<sup>1</sup> While still a work in progress, the rubric provides a stimulus for conversation around four domains of teaching: (1) Planning and Preparing to Teach; (2) Shaping the Classroom Environment; (3) Classroom Instruction; and (4) Commitment to Growth as a Teacher. Please attend to these four domains in your evaluation and subsequent conversation with the student, even if you find some of the specific rubrics unhelpful or inapplicable.*

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<sup>1</sup> Adapted from the Teacher Education and Support System (TESS) provided by Dr. Margo Turner, Professor of Education, John Brown University

<b>DOMAIN 1: PLANNING AND PREPARATION</b>			
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>1A: Demonstrating Knowledge of Content and Pedagogy</b>	Candidate displays little understanding of prior course knowledge and its relationship to student learning of the present content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Candidate references prior course learnings but lacks appreciation for their contributions to present learning. Candidate's description of plan and teaching practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline and/or to the students.	Candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Candidate's plans and practice reflect familiarity with a range of effective pedagogical approaches in the discipline.
1A (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>1B: Demonstrating Knowledge of Students</b>	Candidate demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Candidate indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and has attained this knowledge for the class as a whole.	Candidate understands the active nature of student learning, and attains information about levels of development for groups of students. The candidate also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
1B (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (1)	Basic (2)	Proficient (3)
1C: Setting Instructional Outcomes/Objectives	Outcomes named in teaching plan represent low expectations for students and lack of rigor. Outcomes reflect only one type of learning or are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes in the teaching plan are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying abilities of groups of students.
1C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (1)	Basic (2)	Proficient (3)
1D: Demonstrating Knowledge of Resources	Candidate is unaware of resources, including texts for class use, suitable for expanding one’s own knowledge, or for students available through the wider university or internet.	Candidate displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the university, but no knowledge of resources available more broadly.	Candidate coordinates knowledge of course content, students, and resources to design teaching session(s) aligned with objectives. Learning activities are assigned with reasonable time allocations, and they offer significant challenge. Students are given suggestions about resources to use if they want to pursue further learning on the topic.
1D (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments regarding Domain 1: Planning and Preparation</i>			

<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>			
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>2A: Creating an environment of respect and rapport</b>	The classroom culture is characterized by a lack of candidate or student commitment to learning, and/or little to no investment of student energy into the task at hand. Class displays no communal ethos, nor do students feel safe dissenting from the class line of inquiry or expectations. Class norms for participation are implicit and favor some forms over others. Dissent is silenced.	Patterns of classroom interactions, both between the candidate and students and among students, are generally appropriate but reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, key indicators of identity, and developmental levels. Students rarely demonstrate disrespect for one another but candidate attempts to respond to disrespectful behavior with uneven results.	Candidate-student interactions are friendly and demonstrate genuine care. The candidate explicitly and proactively engages students around issues of diversity and full inclusion of all persons "at the table of learning." Students exhibit respect for the candidate. Interactions among students are hospitable. The classroom nurtures a climate of learning community in which students are encouraged to take risks with one another and with the subject matter, even given the limitations of their knowledge and perspective.
2A (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>2B: Managing Classroom Procedures</b>	Instructional time is lost due to inefficient classroom procedures. There is little or no evidence of the candidate managing instructional groups, transitions, and/or the handling of materials and supplies effectively.	Some instructional time is lost due to only partially effective classroom routines and procedures. The candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.	The candidate's management of instructional groups and/or the handling of materials and supplies are consistently successful.
2B (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (1)	Basic (2)	Proficient (3)
2C: Organizing physical space	No evidence of consideration given to the arrangement of classroom space as a means to facilitate student learning. No indication that candidate is aware how power is operative through the arrangement of space.	Evidence of some attention given to the space and to the dynamics of power it enacts.	Candidate consistently demonstrates attention to the arrangement of the classroom consistent with objectives, learnings, and pedagogies and explains to students his/her motivations for these arrangements. Candidate is frank about power dynamics at work in a classroom and seeks opportunities to name them frequently.
2C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments regarding Domain 2: Classroom Environment</i>			

<b>DOMAIN 3: CLASSROOM INSTRUCTION</b>			
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>3A: Communicating with students</b>	The instructional content of the lesson is unclear to students and the directions and procedures are confusing. Candidate's explanation of the content contains major errors. The candidate's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Candidate's attempt to convey content is only partially successful, and directions must be clarified after students express confusion. Candidate's explanation of the content may contain minor errors; some portions are clear, while others are difficult to follow. The explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate's spoken language is correct, but vocabulary is limited or inappropriate to the students' ages or backgrounds.	The instructional content of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Candidate's explanation of content is clear and accurate, and it connects with students' knowledge and experience. During the session, the candidate invites student intellectual engagement. Candidate's spoken and written language is clear and appropriate to the students present.
<b>3A (please check the appropriate box)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
<b>3B: Using questioning/prompts and discussion</b>	Candidate's questions are of low cognitive challenge, condescending, and/or asked mechanically in rapid succession. Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers. A few students dominate the discussion.	Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Candidate uses a variety of questions, from clarifying to probing to evocatively open ended and designed to promote student thinking and understanding on multiple levels. Candidate creates a genuine discussion among students, providing adequate time for students to respond, and stepping in to assist when appropriate. Candidate actively seeks to bring all student voices into the conversation.
<b>3B (please check the appropriate box)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (1)	Basic (2)	Proficient (3)
3C: Alignment of Objectives, Content, Pedagogies and Informal Assessment	The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students appear intellectually engaged or interested. There is little or no assessment or monitoring of student learning.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. Informal assessment is used sporadically to support instruction.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with Candidate scaffolding to support that engagement. The pacing of the lesson is appropriate. Questions, prompts, or assessments are used to diagnose evidence of learning.
3C (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments regarding Domain 3: Classroom Instruction</i>			
<b>DOMAIN 4: COMMITMENT TO GROWTH AS A TEACHER</b>			
	Unsatisfactory (1)	Basic (2)	Proficient (3)
4: Reflecting on Teaching	Candidate does not know how to determine whether a lesson was effective or achieved its instructional objectives/outcomes. Candidate has no suggestions for how a lesson could be improved. Candidate resists feedback on teaching performance.	Candidate has a generally accurate impression of how to determine a lesson's effectiveness. Candidate makes general suggestions about how a lesson could be improved. Candidate accepts, with some defensiveness, feedback on teaching performance.	Candidate makes an accurate assessment of how to determine a lesson's effectiveness. Candidate makes specific suggestions of what could be tried to increase effectiveness. Candidate willingly seeks constructive critique on teaching effectiveness and seems determined to develop as a teacher.
4 (please check the appropriate box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments regarding Domain 4: Commitment to Growth as a Teacher*

Concluding Summary: