

Name of Methods Student(s): \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject Area: \_\_\_\_\_

## Methods Feedback Form Rubric

	Not apparent (Not ready for independent practice) 1	Emerging (Not yet ready for independent practice) 2	Proficient (Ready for independent practice) 3	Score/Level
LEARNING 1 Establishes rapport with and respect for all learners	Candidate exhibits disrespectful interactions with one, some, or all learners.	Candidate exhibits respect for most learners and makes some effort to develop rapport with the learners, but does not establish rapport with most learners.	Candidate exhibits respect for all learners and works to establish rapport with most learners.	
	Standards USA- InTASC Model Core Teaching Standards (2011) - Categories Only Standard: The Learner and Learning			
LEARNING 2 Communicates expectations of high quality work by all learners	Candidate uses language that communicates expectations that allow for low quality work or sets no expectations for high-quality work.	Candidate uses language that sets expectations for high quality work for some learners.	Candidate uses language that sets clear expectations for high quality work for all learners.	
	Standards USA- CAEP Accreditation Standards (2015) Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE Standard: Provider Responsibilities Indicator: 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). USA- InTASC Model Core Teaching Standards (2011) - Categories Only Standard: The Learner and Learning			
LEARNING 5 Engages in and teaches learners' respectful	Candidate provides a learning environment that serves primarily to control learner behavior and does not include opportunities for turn taking.	Candidate provides opportunities for learners to engage in discourse and turn taking.	Candidate teaches learners how to engage in respectful discourse and turn taking and provides opportunities for discourse and turn taking.	

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discourse and turn-taking	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011) - Standards Only</b> <b>Standard:</b> Standard #03: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.			
<b>INSTRUCTION 3</b> Engages learners using a range of questions, including higher order questions	Candidate does most of the talking and the learners provide few responses.	Candidate primarily asks low-level questions.	Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learners’ responses.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011) - Categories Only</b> <b>Standard:</b> Content <b>USA- InTASC Model Core Teaching Standards (2011) - Standards Only</b> <b>Standard:</b> Standard #05: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. <b>Standard:</b> Standard #08: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
<b>INSTRUCTION 7</b> Provides clear and accurate explanations and feedback	Candidate’s explanations cause learners’ confusion or feedback is not provided.	Candidate’s explanations are somewhat confusing or feedback lacks specificity (e.g., “Good work”).	Candidate’s explanations are accurate and feedback is specific, helping learners to clarify their understanding.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011) - Standards Only</b> <b>Standard:</b> Standard #06: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner’s decision-making.			
<b>INSTRUCTION 8</b>	Candidate identifies language demands (language function, vocabulary, syntax, and	Candidate identifies vocabulary associated with the academic language and provides supports	Candidate identifies vocabulary of the academic language and models the identified language	

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Provides opportunities for learners to master academic language	grammar) that are not consistent with the selected language function (e.g., learning outcome as in analyze, interpret).	primarily addressing definitions of vocabulary.	demands and encourages learners to use the academic language.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011) - Standards Only</b> <b>Standard:</b> Standard #08: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
<b>ASSESSMENT</b> <b>1</b> Continuously monitors learners' learning	Candidate does not monitor learners' learning.	Candidate occasionally monitors some learners' learning.	Candidate regularly monitors most learners' learning.	
	<b>Standards</b> <b>USA- InTASC Model Core Teaching Standards (2011) - Standards Only</b> <b>Standard:</b> Standard #06: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.			

## PROFESSIONAL DISPOSITIONS

	Rarely 1	Sometimes, but not consistently 2	Always 3	Not enough evidence NA	Score/Level
<b>Professionalism</b> <b>1</b>	Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential				
	InTASC The Learner and Learning, InTASC Professional Responsibility, CAEP 1.4				
	Exhibits enthusiasm, initiative, and a positive attitude				

	Rarely 1	Sometimes, but not consistently 2	Always 3	Not enough evidence NA	Score/Level
Professionalism 2	InTASC Instructional Practice				
Professionalism 3	Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development				
	InTASC Professional Responsibility				
Professionalism 4	Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction				
	InTASC The Learner and Learning, InTASC 1, InTASC 2				
Professionalism 6	Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice				
	InTASC Professional Responsibility, InTASC 9				
Professionalism 8	Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.				