Oklahoma Panhandle State University
Intern Evaluation Rubric Definitions

Domain I: Teacher Management

		Target	Acceptable	Unacceptable
1	**Preparation**/ Plans for delivery of the lesson relative to short-term and long-term objectives.	The teacher: • Writes detailed lesson plans that are compatible with the long-term academic goals of the school. • Ensures that all lessons are designed in a clear, logical and sequential format. • Makes sure that all selected materials are available for use. • Plans for efficient use of time. • Ensures that lesson plans have continuity and are in proper sequence. • Has evidence of excellent personal origination. • Always uses information about individual students in planning developmentally appropriate actives. • Selects activities to meet individual and group needs. • Always confers with the library media specialist to identify available materials or to develop library related activities.	The teacher: • Writes lesson plans that are compatible with the long-term academic goals of the school. • Ensures that lessons are designed in a clear, logical and sequential format. • Makes sure that selected materials are available for use. • Plans for efficient use of time. • Ensures that lesson plans have continuity and are in proper sequence. • Has evidence of personal origination. • Uses information about individual students in planning developmentally appropriate actives. • Selects activities to meet individual and group needs. • Confers with the library media specialist to identify available materials or to develop library related activities.	The teacher: • Does not write lesson plans that are compatible with the long-term academic goals of the school. • Does not ensure that lessons are designed in a clear, logical and sequential format. • Does not make sure that selected materials are available for use. • Does not plan for efficient use of time. • Does not ensure that lesson plans have continuity and are in proper sequence. • Does not have evidence of personal origination. • Does not use information about individual students in planning developmentally appropriate actives. • Does not select activities to meet individual and group needs. • Does not confer with the library media specialist to identify available materials or to develop library related activities.

2	**Routine**/ Uses minimum class time for non-instructional routines thus maximizing time on task.	The teacher: • Consistently begins lessons promptly. • Clearly avoids distractions and unnecessary delays during the lesson. • Ensures that purposeful time-on-task continues until the end of the period. • Uses a maximum of 5% of the class time for non-instructional activities. • Uses a minimum of time checking attendance, keeping student records, and attending to routine matters.	The teacher: • Begins lessons promptly. • Avoids distractions and unnecessary delays during the lesson. • Ensures that time-on-task continues until the end of the period. • Uses a maximum of 15% of the class time for non-instructional activities. • Uses a minimum of time checking attendance, keeping student records, and attending to routine matters.	The teacher: • Does not begin lessons promptly. • Does not avoid distractions and unnecessary delays during the lesson. • Does not ensure that time-on-task continues until the end of the period. • Use more than 15% of the class time for non-instructional activities. • Does not use a minimum of time checking attendance, keeping student records, and attending to routine matters.

3	**Discipline**/ Clearly defines expected behavior. Encourages positive behavior and controls negative behavior.	The teacher: • Consistently and actively monitors student conduct in the class. • Promotes self-discipline among all students. • Constructively corrects all disruptive behavior. • Consistently uses positive reinforcement techniques to maintain appropriate behavior. • Encourages all students to take responsibility for their own behavior. • Posts classroom rules, and assures that rules are clearly defined and understood by all students. • Manages discipline problems clearly in accordance with administrative regulations and school board policies. • Focuses on all student's behavior rather than personality.	The teacher: • Actively monitors student conduct in the class. • Promotes self-discipline among the students. • Constructively corrects disruptive behavior. • Uses positive reinforcement techniques to maintain appropriate behavior. • Encourages students to take responsibility for their own behavior. • Posts classroom rules, and assures that rules are clearly defined and understood by students. • Manages discipline problems in accordance with administrative regulations and school board policies. • Focuses on the student's behavior rather than personality.	The teacher: • Does not actively monitor student conduct in the class. • Does not promote self-discipline among the students. • Does not constructively correct disruptive behavior. • Does not use positive reinforcement techniques to maintain appropriate behavior. • Does not encourage students to take responsibility for their own behavior. • Does not post classroom rules, and assures that rules are clearly defined and understood by students. • Does not manage discipline problems in accordance with administrative regulations and school board policies. • Does not focus on the student's behavior rather than personality.

4	**Learning Environment**/ Establishes rapport with students and provides pleasant, safe, and orderly climate conductive to learning.	The teacher: • Consistently uses practices that convey a sense of importance for learning and teaching. • Establishes a climate in which all students are valued and respected. • Maintains a business-like atmosphere. • Consistently maintains a classroom that is functional, orderly, and attractive. • Reinforces learning efforts of all students. • Consistently displays a belief system that conveys the concept that all children can learn.	The teacher: • Uses practices that convey a sense of importance for learning and teaching. • Establishes a climate in which students are valued and respected. • Maintains a business-like atmosphere. • Maintains a classroom that is functional, orderly, and attractive. • Reinforces learning efforts of students. • Displays a belief system that conveys the concept that all children can learn.	The teacher: • Does not use practices that convey a sense of importance for learning and teaching. • Does not establish a climate in which students are valued and respected. • Does not maintain a business-like atmosphere. • Does not maintain a classroom that is functional, orderly, and attractive. • Does not reinforce learning efforts of students. • Does not display a belief system that conveys the concept that all children can learn.

Domain II: Teacher Instructional Indicators

		Target	Acceptable	Unacceptable
1	**Establishes Objectives**/ Communicates instructional objectives to students	The Teacher: a. Consistently establishes the focus of the lesson. b. Consistently ensures that school academic goals are translated into common lesson objectives. c. Effectively communicates learning objectives in a logical way. d. Always ensures that the lesson's objectives reflect the readiness of the students.	The Teacher: a. Establishes the focus of the lesson. b. Ensures that school academic goals are translated into common lesson objectives. c. Communicates learning objectives in a logical way. d. Ensures that the lesson's objectives reflect the readiness of the students.	The Teacher: a. Does Not establish the focus of the lesson. b. Does Not ensure that school academic goals are translated into common lesson objectives. c. Does Not communicate learning objectives in a logical way. d. Does Not ensure that the lesson's objectives reflect the readiness of the students.
2	**Stresses sequence**/ Shows how the present topic is related to those topics that have been taught or that will be taught.	The Teacher: a. Clearly reviews the learning objective relative to prior learning. b. Always helps all students recall the most important concepts of previous learning. c. Effectively relates prior learning to what is to be learned. d. Consistently shows the relationship between today's lesson objectives and the long-range unit objective.	The Teacher: a. Reviews the learning objective relative to prior learning. b. Helps students recall the most important concepts of previous learning. c. Relates prior learning to what is to be learned. d. Shows the relationship between today's lesson objectives and the long-range unit objective.	The Teacher: a. Does Not review the learning objective relative to prior learning. b. Does Not help students recall the most important concepts of previous learning. c. Does Not relate prior learning to what is to be learned. d. Does Not show the relationship between today's lesson objectives and the long-range unit objective.

3	**Relates objectives**/ Relates subject topics to existing student experiences.	The Teacher: a. Consistently associates learning objectives with the students' experiences. b. Effectively uses factors for transfer by showing similarities to students' experiences. c. Clearly explains subject-topic relationships that are current or anticipated. d. Always uses current happenings to relate objectives. e. Often uses newspapers, magazines and other material to relate objectives to the students' world of experience. f. Effectively conveys the importance of the lesson; says and clearly explains "why" we are doing things.	The Teacher: a. Associates learning objectives with the students' experiences. b. Uses factors for transfer by showing similarities to students' experiences. c. Explains subject-topic relationships that are current or anticipated. d. Uses current happenings to relate objectives. e. Uses newspapers, magazines and other material to relate objectives to the students' world of experience. f. Conveys the importance of the lesson; says "why" we are doing things.	The Teacher: a. Does Not associate learning objectives with the students' experiences. b. Does Not use factors for transfer by showing similarities to students' experiences. c. Does Not explain subject-topic relationships that are current or anticipated. d. Does Not use current happenings to relate objectives. e. Does Not use newspapers, magazines and other material to relate objectives to the students' world of experience. f. Does Not convey the importance of the lesson; does not say "why" we are doing things.

4	**Involves all learners**/ Uses signaled responses, questioning techniques and/or guided practices to involve all students.	The Teacher: a. Effectively uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. b. Consistently works with individual students and is successful. c. Effectively plans questions for specific students resulting in correct learner responses. d. Constantly assesses student learning during the presentation of the lesson to involve all students. e. Effectively uses seating charts or other methods to assure that all students have been involved. f. Always responds to student questions in an accepting manner. g. Effectively uses reinforcement techniques. h. Consistently gives students time to respond to questions-"think" time or "wait" time.	The Teacher: a. Uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. b. Works with individual students. c. Plans questions for specific students resulting in correct learner responses. d. Assesses student learning during the presentation of the lesson to involve all students. e. Uses seating charts or other methods to assure that all students have been involved. f. Responds to student questions in an accepting manner. g. Uses reinforcement techniques. h. Gives students time to respond to questions-"think" time or "wait" time.	The Teacher: a. Does Not use appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. b. Does Not work with individual students. c. Does Not plan questions for specific students resulting in correct learner responses. d. Does Not assess student learning during the presentation of the lesson to involve all students. e. Does Not use seating charts or other methods to assure that all students have been involved. f. Does Not respond to student questions in an accepting manner. g. Does Not use reinforcement techniques. h. Does Not give students time to respond to questions-"think" time or "wait" time.

5	**Explains content/** Teaches the objectives through a variety of methods.	The Teacher: a. Consistently conducts the lesson using a variety of teaching methods that reinforce the learning objectives. b. Effectively uses a variety of audio and visual media, materials and/or equipment to teach the objectives. c. Always structures the presentation to enhance learning; divides complex tasks into steps. d. Effectively provides concrete learning experiences. f. Always presents ideas logically. g. Consistently uses a variety of methods to involve students with content and to accommodate different learning styles. h. Always presents with clarity.	The Teacher: a. Conducts the lesson using a variety of teaching methods that reinforce the learning objectives. b. Uses a variety of audio and visual media, materials and/or equipment to teach the objectives. c. Structures the presentation to enhance learning; divides complex tasks into steps. d. Provides concrete learning experiences. f. Presents ideas logically. g. Uses a variety of methods to involve students with content and to accommodate different learning styles. h. Presents with clarity.	The Teacher: a. Does Not conduct the lesson using a variety of teaching methods that reinforce the learning objectives. b. Does Not uses a variety of audio and visual media, materials and/or equipment to teach the objectives. c. Does Not structure the presentation to enhance learning; divides complex tasks into steps. d. Does Not provide concrete learning experiences. f. Does Not present ideas logically. g. Does Not use a variety of methods to involve students with content and to accommodate different learning styles. h. Does Not present with clarity.

6	**Explains directions**/ Gives directions that are clearly stated and related to the learning objectives.	The Teacher: a. Always states directions clearly on how to proceed in the lesson material. b. Consistently gives clear directions on what to do in the lesson. c. Always gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process. d. Clearly explains organization related to content. e. Always explains group and/or individual assignment clearly.	The Teacher: a. States directions clearly on how to proceed in the lesson material. b. Gives clear directions on what to do in the lesson. c. Gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process. d. Explains organization related to content. e. Explains group and/or individual assignment clearly.	The Teacher: a. States directions clearly on how to proceed in the lesson material. b. Gives clear directions on what to do in the lesson. c. Gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process. d. Explains organization related to content. e. Explains group and/or individual assignment clearly.
7	**Models**/ demonstrates the desired skills.	The Teacher: a. Clearly verbalizes the content to be learned in explicit and understandable terms. b. Consistently uses versatility in the demonstration process. c. Effectively reinforces learning objectives through modeling. d. Effectively uses objects as well as printed matter to demonstrate lesson objectives.	The Teacher: a. Verbalizes the content to be learned in clear and understandable terms. b. Uses versatility in the demonstration process. c. Reinforces learning objectives through modeling. d. Uses objects as well as printed matter to demonstrate lesson objectives.	The Teacher: a. Does Not verbalize the content to be learned in clear and understandable terms. b. Does Not use versatility in the demonstration process. c. Does Not reinforce learning objectives through modeling. d. Does Not use objects as well as printed matter to demonstrate lesson objectives.

8	**Monitors**/ Checks to determine if students are progressing toward stated objectives.	The Teacher: a. Constantly checks students' levels of progress in relation to learning objectives. b. Expertly checks for comprehension through questioning. c. Consistently encourages students to elaborate on responses. d. Always checks for understanding at higher levels of learning-"how" and "why" of the answer. e. Continually checks for student's ability to apply concepts of skills learned. f. Always provides excellent feedback on student work. g. Effectively uses student activity and preparation to check and analyze student progress.	The Teacher: a. Checks students' level of progress in relation to learning objectives. b. Checks for comprehension through questioning. c. Encourages students to elaborate on responses. d. Checks for understanding at higher levels of learning-"how" and "why" of the answer. e. Checks for student's ability to apply concepts of skills learned. f. Provides feedback on student work. g. Uses student activity and preparation to check and analyze student progress.	The Teacher: a. Does Not check students' level of progress in relation to learning objectives. b. Does Not check for comprehension through questioning. c. Does Not encourage students to elaborate on responses. d. Does Not check for understanding at higher levels of learning-"how" and "why" of the answer. e. Does Not check for student's ability to apply concepts of skills learned. f. Does Not provide feedback on student work. g. Does Not use student activity and preparation to check and analyze student progress.

9	**Adjusts Based on Monitoring/** Changes instruction based on the results of monitoring.	The Teacher: a. Immediately and effectively changes teaching techniques as required by the situation. b. Effectively stimulates critical thinking, creativity, decision-making and higher order thinking skills. c. Consistently adjusts instruction to lower order thinking skill, if needed. d. Always strives for a high level of mastery of essential skills. e. Consistently accommodates students' learning styles as needed. f. Effectively accommodates different learning rates. g. Constantly uses a variety of evaluation techniques to measure the types of adjustments needed.	The Teacher: a. Changes teaching techniques as required by the situation. b. Stimulates critical thinking, creativity, decision-making and higher order thinking skills. c. Adjusts instruction to lower order thinking skill, if needed. d. Strives for a high level of mastery of essential skills. e. Accommodates students' learning styles as needed. f. Accommodates different learning rates. g. Uses a variety of evaluation techniques to measure the types of adjustments needed.	The Teacher: a. Does Not change teaching techniques as required by the situation. b. Does Not stimulate critical thinking, creativity, decision-making and higher order thinking skills. c. Does Not adjust instruction to lower order thinking skill, if needed. d. Does Not strive for a high level of mastery of essential skills. e. Does Not accommodate students' learning styles as needed. f. Does Not accommodate different learning rates. g. Does Not use a variety of evaluation techniques to measure the types of adjustments needed.

10	**Guides practice/** Requires all students to practice newly learned skills while under the direct supervision of the teacher.	The Teacher: a. Continually moves around the classroom to assist individual students as they practice. b. Consistently provides students with immediate feedback. c. Always encourages individual students to ask questions. d. Effectively groups students according to instructional needs. e. Continually reminds students that work will be checked.	The Teacher: a. Moves around the classroom to assist individual students as they practice. b. Provides students with immediate feedback. c. Encourages individual students to ask questions. d. Groups students according to instructional needs. e. Reminds students that work will be checked.	The Teacher: a. Does Not move around the classroom to assist individual students as they practice. b. Does Not provide students with immediate feedback. c. Does Not encourage individual students to ask questions. d. Does Not group students according to instructional needs. e. Does Not remind students that work will be checked.
11	**Provides independent practice/** Requires all students to practice newly learned skills without the direct supervision of the teacher.	The Teacher: a. Effectively sets and maintains clear and reasonable independent work standards and due dates. b. Consistently provides adequate time for practice of new skills without supervision after guided practice. c. Always checks independent work and provides timely feedback.	The Teacher: a. Sets and maintains clear and reasonable independent work standards and due dates. b. Provides practice of new skills without supervision after guided practice. c. Checks independent work and provides feedback.	The Teacher: a. Does Not set and maintain clear and reasonable independent work standards and/or due dates. b. Does Not provide practice of new skills without supervision after guided practice. c. Does Not check independent work and provide feedback.

12	**Establishes closure**/ Summarizes and fits into context what has been taught.	The Teacher: a. Always effectively summarizes the lesson. b. Always effectively ties the current lesson to yesterday's, today's and/or tomorrow's lessons. c. Constantly places the lesson in perspective. d. Always uses the last minutes productively to close the lesson. e. Effectively uses review, feedback and/or homework assignments as closure techniques.	The Teacher: a. Summarizes the lesson. b. Ties the current lesson to yesterday's, today's and/or tomorrow's lessons. c. Places the lesson in perspective. d. Uses the last minutes productively to close the lesson. e. Uses review feedback and/or homework assignments as closure techniques.	The Teacher: a. Does Not summarize the lesson. b. Does Not tie the current lesson to yesterday's, today's and/or tomorrow's lessons. c. Does Not place the lesson in perspective. d. Does Not use the last minutes productively to close the lesson. e. Does Not use review feedback and/or homework assignments as closure techniques.

Domain III: Teacher and Student Products

		Target	Acceptable	Unacceptable
1	**Lesson Plans/** Writes daily (or unit) lesson plans designed to achieve the identified objectives.	The Teacher: • Consistently and clearly describes techniques and methods to be used to teach the lesson. • Clearly states expected minimum mastery of lesson objectives. • Continually shows how the lesson objectives are consistent with the district's or school's objectives and mission. • Consistently shows the relationship to the state competencies. • Steadily designs lessons in a clear, logical, sequential format. • Has a variety of evaluation activities for all assignments. • Describes lesson activities in clear terms that are understood by all students.	The Teacher: • Describes techniques and methods to be used to teach the lesson. • States expected minimum mastery of lesson objectives. • Shows how the lesson objectives are consistent with the district's or school's objectives and mission. • Shows the relationship to the state competencies. • Designs lessons in a clear, logical, sequential format. • Has a variety of evaluation activities • Describes lesson activities in clear terms.	The Teacher: • Does not describe techniques and methods to be used to teach the lesson. • Does not state expected minimum mastery of lesson objectives. • Does not show how the lesson objectives are consistent with the district's or school's objectives and mission. • Does not show the relationship to the state competencies. • Does not design lessons in a clear, logical, sequential format. • Does not have a variety of evaluation activities. • Does not describe lesson activities in clear terms.

2	**Student Files/** Maintains written records of student progress	The teacher's records: • Are kept on student mastery of learning objectives and state competencies. • Are clear, neat, and accurate and readily available to all students. • Consistently indicate need for additional learning efforts. • Do not include any unfounded student information or other material that might lead to identity theft. • Are up-to-date and easily accessible.	The teacher's records: • Are kept on student mastery of learning objectives. • Are clear, neat, and accurate. • Indicate need for additional learning efforts. • Do not include any unfounded student information. • Are up-to-date.	The teacher's records: • Are not kept on student mastery of learning objectives. • Are not clear, neat, and accurate. • Do not indicate need for additional learning efforts. • Include any unfounded student information. • Are not up-to-date.
3	**Grading Patterns/** Utilizes grading patterns that are fairly administered and based on identified criteria	• The basis for determining grades is the advanced level of mastery of learning objectives. • The items on which students are graded relate to the school's goals and curriculum and the state competencies. • All students have had an equal opportunity to participate in the learning process. • Subgroups of the student population is evenly distributed within the mastery scale.	• The basis for determining grades is the level of mastery of learning objectives. • The items on which students are graded relate to the school's goals and curriculum. • Students have had an equal opportunity to participate in the learning process. • No subgroup of the student population is greater at the low end of the mastery scale than other subgroups.	• The basis for determining grades is not the level of mastery of learning objectives. • The items on which students are graded do not relate to the school's goals and curriculum. • Students have not had an equal opportunity to participate in the learning process. • A subgroup of the student population is greater at the low end of the mastery scale than other subgroups.

4	**Student Products/** Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores	• A high level of mastery of the essential skills of the lesson is consistently demonstrated by all students. • High percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups. • All students demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • All students' progress is shown in other performance areas, such as school attendance, independent practices, and attention to mastery.	• A high level of mastery of the essential skills of the lesson is demonstrated by all students. • Percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups. • Students demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • Students' progress is shown in other performance areas, such as school attendance, independent practices, and attention to mastery.	• A high level of mastery of the essential skills of the lesson is not demonstrated by all students. • Percentages of students achieving mastery of the essential skills of the lesson are not distributed evenly over all subgroups. • Students do not demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • Students' progress is not shown in other performance areas, such as school attendance, independent practices, and attention to mastery.