

<b>Student Name:</b>	<b>District:</b>
<b>Host Teacher's Name:</b>	<b>School:</b>
<b>Grade(s):</b>	<b>Subject(s):</b>
<b>Does this classroom setting include students with disabilities?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>If yes, circle setting type:</b>	Self-Contained      Inclusion      AIS/Resource      Consultant Teaching      Other: _____

<b>For Office Use</b>
Program: _____
Major or Cert. Area: _____
Course/Term: _____
Semester/Year: _____
<b>Rubric Score: _____/40</b>

**Host Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please circle or highlight the appropriate cell in each row.

		4 Exceeding the Standard	3 Meeting the Standard	2 Approaching the Standard	1 Below the Standard	Comments
<b>Domain 1: Professionalism</b>  <i>InTASC Standards: 9. Professional Learning and Ethical Practice</i>	1A	-exhibits exceptionally strong communication skills with students and school personnel	-exhibits effective communication skills with students and school personnel	-exhibits adequate communication skills with students and school personnel	-does not exhibit clear or appropriate communication skills with students and school personnel	
	1B	-continuously exhibits respect, caring, and enthusiasm towards others and learning	-consistently exhibits respect, caring, and enthusiasm towards others and learning	-frequently exhibits respect, caring, and enthusiasm towards others and learning	-inconsistently exhibits respect, caring, and enthusiasm towards others and learning	
	1C	-is continuously punctual, proactive, prepared and professional in appearance and demeanor	-is consistently punctual, proactive, prepared and professional in appearance and demeanor	-is occasionally punctual, proactive, prepared and professional in appearance and demeanor	-is rarely punctual, proactive, prepared and/or professional in appearance and demeanor	
<b>Domain 2: Context for Learning</b>  <i>InTASC Standards: 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge</i>	2A	-demonstrates comprehensive knowledge of the subject area content and related skills, and students' prior engagement and understanding	-demonstrates sufficient knowledge of the subject area content and related skills, and students' prior engagement and understanding	-demonstrates a general level of knowledge of the subject area content and related skills, and students' prior engagement and understanding	-demonstrates minimal knowledge of the subject area content and related skills, and students' prior engagement and understanding	
	2B	-demonstrates exceptional skill in maintaining and supporting clear and safe classroom standards and behavioral expectations	-demonstrates adequate skill in maintaining and supporting clear and safe classroom standards and behavioral expectations	-demonstrates minimal skill in maintaining and supporting clear and safe classroom standards and behavioral expectations	-demonstrates inadequate skill in maintaining and supporting clear and safe classroom standards and behavioral expectations	

		<b>4</b> A participant at this level:	<b>3</b> A participant at this level:	<b>2</b> A participant at this level:	<b>1</b> A participant at this level:	Comments
<b>Domain 3: Instructional Planning and Practice</b>  <i>InTASC Standards:</i> 1. Learner Development 2. Learning Differences 4. Content Knowledge 7. Planning for Instruction 8. Instructional Strategies	3A	-consistently interacts with/assists learners in ways that facilitates learning	-frequently interacts with/assists learners in ways that facilitates learning	-occasionally interacts with/assists learners in ways that facilitates learning	-rarely interacts with/assists learners in ways that facilitates learning	
	3B	-presents highly-organized, thorough, clear and appropriately paced directions, activities, and/or lessons	-presents organized, clear and appropriately paced directions, activities, and/or lessons	-presents fairly organized, clear and appropriately paced directions, activities, and/or lessons	-presents disorganized, unclear and inappropriately paced directions, activities, and/or lessons	
	3C	-consistently employs varied and engaging strategies, and/or high level questioning techniques to promote critical and creative thinking	-frequently employs varied and engaging strategies, and/or adequate questioning techniques to promote critical and creative thinking	-occasionally employs varied and engaging strategies, and/or adequate questioning techniques to promote critical and creative thinking	-rarely employs varied and engaging strategies, and/or adequate questioning techniques to promote critical and creative thinking	
<b>Domain 4: Assessment Strategies, Analysis &amp; Evaluation</b>  <i>InTASC Standards:</i> 5. Application of Content 6. Assessment	4A	-consistently draws appropriate, accurate, and/or thoughtful conclusions about student learning	-frequently draws appropriate accurate, and/or thoughtful conclusions about student learning	-occasionally draws appropriate accurate, and/or thoughtful conclusions about student learning <u>or</u> conclusions are general in nature	-rarely draws appropriate, accurate, and/or thoughtful conclusions about student learning <u>or</u> conclusions are inaccurate in nature	
	4B	-consistently provides formative feedback to students that is clear, appropriate, and promotes student learning	-frequently provides formative feedback to students that is clear, appropriate, and/or promotes student learning	-occasionally provides formative feedback to students that is clear, appropriate, and/or promotes student learning	-rarely provides formative feedback to students that is clear, appropriate, and/or promotes student learning	

<b>Checklist of Lessons/Classroom Activity</b>	
<input type="checkbox"/> Taught whole group lesson(s)/activities <input type="checkbox"/> Taught small group lesson(s)/activities <input type="checkbox"/> Provided one-on-one instruction/activities <input type="checkbox"/> Administered individual/group assessments <input type="checkbox"/> Other: _____	Feedback/Comments on lessons or activities performed: