



**University of Puerto Rico
Mayaguez Campus**

Preparation for Teachers of Secondary Level Program

Student-Teacher Daily Observation Rubric

Student-Teacher _____

Date _____

Cooperative Teacher _____

Grade _____ **Group** _____

Course _____

Class Topic _____

Phase: Exploration _____

Conceptualization _____ **Application** _____

Content Standard _____

A. Knowledge of Content Area	4	3	2	1	0	Comments*
1. The teacher demonstrates an understanding of subject matter						
2. Integrates other curriculum areas						
3. Uses pertinent examples for the student						

B. Knowledge of Pedagogical Content	4	3	2	1	0	Comments*
1. Demonstrates knowledge of Curricular Framework for the English Program						
2. Demonstrates knowledge of expectations, processes and concepts of the level being taught						
3. Integrates Daily Plan and turns it in three days before						
4. Writes operational objectives correctly						
5. Initial, development and closing activities are pertinent to operational objectives and learning expectations						

C. Teaching and Learning Process	4	3	2	1	0	Comments*
1. Activities are student-centered						
2. Develops the class according to the written plan						
3. Uses methodologies that are student-centered						
4. Integrates the teaching of moral values						
5. Uses questioning and discussion techniques that stimulate inclusion and inquiry						
6. Uses materials, resources, and technologies that amplify conceptual understandings						

7. Uses transitional time productively and effectively						
8. Students' individual needs were met						
9. Reviewed past lesson						
10. Reviews material at the end of the class						
11. The activities are appropriate for student level						

D. Critical Thinking	4	3	2	1	0	Comments*
1. Demonstrates creativity during the teaching-learning process						
2. Develops critical thinking skills						

E. Teaching Strategies	4	3	2	1	0	Comments*
1. Exhibits initiative, enthusiasm, and self-confidence						
2. Encourages active student participation and responsibility						
3. Anticipates and responds to possible misunderstandings						
4. Appropriately manages student learning and behavior.						
5. Follows recommendations and applies them						

F. Communication Skills	4	3	2	1	0	Comments*
1. Speaks and writes correctly, effectively, and expressively						
2. Uses well-chosen, developmentally appropriate language and correct tone of voice						

G. Assessment	4	3	2	1	0	Comments*
1. Engages students in productive active learning and assessment activities						
2. Communicates clear and consistent instructions of expectations						

H. Student Learning Process	4	3	2	1	0	Comments*
1. Engages students in productive and spontaneous active learning and assessment activities						
2. Students are highly motivated during the class						
3. Students demonstrate through assessment a learning domain						

Total Points						Final Grade:
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Observations, recommendations and agreements:

Student-teacher

Cooperative Teacher

Rating Scale

4 EXEMPLARY: The candidate is highly sophisticated and insightful, unusually thorough and consistent in ability to draw on extensive knowledge of learners and teaching to create and adjust powerful learning opportunities. Is highly aware of strengths and limitations; actively pursues professional growth. *The candidate meets all or nearly all performance indicators with outstanding quality—performance exceeds expectations.*

3 GOOD: The candidate is completely able to plan, teach, and assess all students. In nearly all circumstances the candidate is able to adequately draw on knowledge of learners and learner discovery to create appropriate learning opportunities. The candidate can articulate strengths and limitations as well as plan for continued professional growth. *The candidate meets all or nearly all performance indicators with high quality—performance consistently meets expectations.*

2 SATISFACTORY: The candidate is performing at the minimum level expected of a new teacher. The candidate has basic but appropriate understandings of learning and teaching. Ability to be adaptive, creative, and innovative is limited. Appears to be somewhat aware of limitations. May require close supervision and support as a new teacher in order to become proficient. *The candidate meets nearly all performance indicators with acceptable quality consistent with a novice teacher—knowledge and skills are emerging.*

1 UNSATISFACTORY: The candidate relies on a limited repertoire of routines, can perform only with coaching, relies on highly scripted procedures or approaches, and is generally unaware of limitations. The candidate is not prepared to be a first-year teacher. *The candidate met fewer than half of the performance indicators; or most indicators but with poor quality.*

0 NOT OBSERVABLE: An assessment of the candidate cannot be made due to a lack of candidate work or evidence.