

Field-based Learning Observation Rubric for Evaluation: Student Teaching Look-Fors Document

This file contains sample practices and artifacts for each Standard and item in the Student Teaching Rubric. Cooperating Teachers and University Supervisors may find these Looks Fors in a student teacher's classroom, P-12 students' work, or in lesson plans. The practices may also be discussed in conversations with the Student Teacher or between observers. This list is not all-inclusive, nor is each example mandatory. University Supervisors and Cooperating Teachers should use their professional judgment when considering the context of the learning environment when using this document to identify relevant practices.

Standard 1: Student Development and Diversity

Criterion	Look-Fors
1a: Student Development	• Lesson content and tasks adjusted to match students' developmental stages (e.g., simpler steps for younger learners, abstract tasks for older students) • Visual or verbal cues showing teacher knows student learning styles or readiness levels • Evidence of pre-assessment • References to previous lessons • Instructional pacing adapted for individual or group needs
1b: Student Diversity	• Instructional materials that reflect students' cultural, racial, and linguistic backgrounds • Teacher makes explicit connections between lesson content and students' identities or experiences • Adjusts pacing based on readiness. Rephrases academic language for clarity • Groupings or examples that reflect cultural responsiveness (e.g., diverse names, locations, or traditions in problems or stories)
1c: Students with Exceptionalities	• Teacher uses IEP accommodations (e.g., extra time, speech-to-text tools) • Evidence of collaboration with SPED/ENL teachers (e.g., co-planning notes, shared supports) • Differentiated materials or assignments for specific students (e.g., sentence frames, graphic organizers, manipulatives, enrichment tasks for advanced learners)

Standard 2: Learning Processes

Criterion	Look-Fors
2a. Approaches to Learning	• Multiple uses of visuals, audio, movement, and/or manipulatives during instruction • Multiple options for students to express learning (e.g., drawing, writing, verbal responses) • Use of interactive platforms (e.g., simulations, virtual labs, shared docs). • Student choice boards or menus for assignments • Flexible groupings
2b. Influences on Learning	• Teacher prompts students to recall previous lessons or real-life experiences • Questions like "Have you seen this before?" or "Where else have you used this?" • Modified examples based on student confusion • Incorporated unexpected student questions or ideas • Connections to students' cultural or home lives
2c. Student Achievement	• Tasks require students to analyze, synthesize, or justify answers • Proposed alternative solutions or debated perspectives • Teacher asks open-ended, "why" or "what if" questions that push students to explain their reasoning • Students working independently or in small groups on inquiry-based task

Standard 3: Instructional Planning and Delivery

Criterion	Look-Fors
3a. Curriculum	• Objective posted and stated verbally, aligned to state standard • Lesson plan documents show standard-objective-assessment alignment • Observable connection between posted goals and student tasks
3b. Instructional Approaches	• Use of multiple instructional strategies (e.g., direct instruction + group work + discussion) • Guided questioning to uncover and correct misunderstandings. • High student engagement (e.g., all students participating, hands-on tasks) • Students demonstrating mastery in more than one way (e.g., projects, journals, performances)

3c. Differentiation	• Small-group instruction based on student data • Modified assignments or scaffolds (e.g., sentence starters, visuals, graphic organizers) • Teacher checking in more frequently with struggling learners
3d. Content: Instruction	✎ Presence of multiple examples, visuals, illustrations, and/or analogies for new concepts ✎ Preemptive clarification of confusing terms ✎ Absence of confusing or nonessential information; summarized less critical details ✎ Subject-specific instructional strategies to enhance student content knowledge ✎ Probing questions and reteaching to address students' misconceptions
3e. Content: Application	✎ Group roles and goals are defined; tiered tasks ✎ Group compositions are varied to best accomplish goals of the lesson ✎ Multiple perspectives for understanding content are present in student tasks or products (i.e., exit tickets or work samples aligned with objectives)
3f. Resources	✎ Lesson plans describing purpose of resources ✎ Presence of some digital technology to aide learning and instruction ✎ Students using materials in addition to the teacher ✎ Appropriate citations of sources

Standard 4 Assessment

Criterion	Look-Fors
4a. Assessment Design	• Academic standards, student goals, and learning outcomes associated with the assessment are clearly stated (e.g., in lesson plans, on the assessment) • Multiple assessment strategies are present over time • Previous quiz or exit ticket data used for selected review activities for common gaps
4b. Monitoring Student Progress	• Use of exit tickets, quick quizzes, student self-assessments match lesson objectives • Adjustments made mid-lesson based on student understanding (e.g., reteaching, regrouping) • Documentation (lesson plan notes or digital logs) showing use of pre-assessment data • Observational notes taken while circulating the room • Specific and timely verbal or written feedback to students (e.g., on

	student work, rubrics or in journals) ● Group or individual conferences during work time ● Used questioning to prompt self-reflection or deeper thinking
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Standard 5: Learning Environments

Criterion	Look-Fors
5a. Environment and Culture	● Greets students, checks in, listens respectfully to students ● Routines clearly posted or modeled (e.g., entry/exit procedures, group roles) ● Students demonstrate mutual respect in peer interactions ● Evidence of student voice (e.g., classroom agreements, choice in tasks) ● Learning tasks reflect high expectations and rigorous thinking for all learners
5b. Classroom and Behavior Management	● Uses nonverbal cues and positive reinforcement to manage behavior ● Smooth transitions (e.g., timer use, prepared materials) ● Clear expectations stated before group or independent work and reinforced ● Students self-manage materials or cleanup ● Timely start and end of activities ● Students follow directions without repeated reminders ● Student behavior is addressed respectfully and proactively

Standard 6: The Professional Environment

Criterion	Look-Fors
6a. Collaboration and Communication	● Evidence of teacher-parent communication (e.g., newsletters, family emails) ● Collaboration with colleagues (e.g., co-planning, shared data walls) ● Incorporates strategies from specialists (e.g., EL, SPED) ● Facilitates, shares, or participates in team meetings about student progress
6b. Professional Learning	● Teacher references feedback from observations or coaching ● Visible participation in PD (e.g., strategy use from training, PD log) ● Professional growth goals posted or tracked in a journal or reflection form
6c. Ethics and Legal Responsibilities	● Teacher maintains confidentiality (e.g., student files secured, names protected) ● Dress and punctuality reflect professionalism ● Teacher models appropriate tone, language, and behavior at all times

Standard 7: Reading Instruction

Criterion	Look-Fors
7a. Scientifically Based Reading and Writing Instruction	• Phonics routines (e.g., blending boards, Elkonin boxes) • Explicit vocabulary instruction tied to texts • Guided reading, decodable texts, or fluency practice • Used sentence frames or discussion stems. • Embedded reading or writing tasks within content. • Pre-K: Singing rhymes and using picture cards for vocabulary during circle time. • Art: Encouraging students to describe their artwork using descriptive words. • Music: Introducing lyrics with highlighted vocabulary and discussing meaning before singing. • Sec: Structured reading and writing activities that support comprehension of grade-level texts (e.g., annotation, summarizing, evidence-based responses).
7b. Literacy-Rich Environment	• Classroom library with a range of texts by level and genre • Centers focused on reading, writing, speaking, and listening • Grade-level texts aligned to content. • Visuals, anchor charts. • Digital resources (articles, multimedia) supporting comprehension. • Pre-K: Big books with repetitive phrases and colorful illustrations. • Art: Picture books about famous artists or art techniques. • Music: Songbooks or lyric sheets with simple notation for students to follow. • SEC: Students regularly engage with diverse, grade-appropriate texts such as articles, primary sources, technical documents, or literature related to course content.
7c. Content-Area and Disciplinary Literacy	• Classroom displays and use of anchor charts, content-specific vocabulary walls or glossaries and digital resources that reinforce reading, writing, speaking, and listening within the content area. • Literacy practices embedded such as text annotation, CER responses, analyzing sources, interpreting graphs/data, annotating texts, or evaluating evidence. • Student writing or discussion demonstrating academic vocabulary and reasoning in the discipline or content area • Highlighted text features (headings, graphs). Taught sourcing and credibility checks. Guided students in claim-evidence-reasoning, writing. • Pre-K: Using picture sequencing cards to retell a story.

	• Art: Teaching students to write a short artist statement explaining their choices. Students using art vocabulary accurately when discussing their work. • Music: Asking students to compare lyrics or identify patterns in musical notation. Students singing with correct phrasing and explaining the meaning of lyrics.
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