

Oregon State University **Classroom Observation** Rubric AY26-27 Updated August 2026

Element	Below expectations 1	Emerging 2 (Beginning teacher candidate level)	Proficient 3 (End teacher candidate / Beginning teacher level)	Advanced 4 (Experienced professional educator level)
Purpose P1 - Learning target(s) connected to standard(s)	Lessons are not based on grade level standards, and there are no learning targets identified.	Lesson is not based on grade level standard(s), or there are no learning targets aligned to the standard(s). Assessment partially aligns to the learning target and standard(s).	Lesson is based on grade level standard(s). The learning target(s) align to the standard(s). Assessment aligns to the learning target(s) and standard(s).	Lessons are based on grade level standard(s). The daily learning target(s) align to the standard(s). Students can rephrase the learning target(s) in their own words.
Purpose P2 - Lesson connected to previous and future lessons, a broader purpose, and transferable skills	Lesson contains no reference to previous or future instruction.	Lesson is linked to either previous or future instruction.	Lesson is clearly linked to previous and future instruction. Links are communicated to students. Lesson references a broader purpose or a transferable skill.	Lesson is clearly linked to previous and future instruction. Links are clearly and effectively communicated to students. Lesson explicitly links to a broader purpose or a transferable skill.
Purpose P4 - Communication of learning target(s)	Teacher does not share a learning target.	Teacher states or communicates with students about the learning target(s).	Teacher displays and states the learning target(s) once during the lesson and checks student understanding of the learning target(s). Check for understanding may be minimal.	Teacher displays and states the learning target(s) at the beginning and end of the lesson and effectively checks for student understanding of the learning target(s).

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Purpose P5 - Success criteria	Success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present in the lesson plan but are not clearly communicated to students.	Success criteria are present in the lesson plan and are clearly communicated to students. Criteria may not be used by students for learning.	Success criteria are present in the lesson plan, clearly communicated, and aligned to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.
Student Engagement SE1 - Quality of questioning	Teacher does not plan or ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher plans higher-level questions but does not ask these questions during instruction or substitutes lower-level questions.	Teacher asks higher-level questions to probe the veracity of or to deepen student understanding.	Teacher asks higher-level questions to probe the veracity of and to deepen student understanding. Teacher assists students in clarifying their thinking with one another.
Student Engagement SE2 - Ownership of learning	Teacher does not provide opportunities and strategies for students to take ownership of their learning.	Teacher provides minimal opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.

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Student Engagement SE5 - Student talk	Talk is dominated by the teacher.	Student talk is directed to the teacher.	Student talk is directed to the teacher with limited student-to-student talk. Talk reflects discipline-specific knowledge. Students provide evidence to support their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking and are provided with structures or strategies that encourage them to listen to others.
Student Engagement SE6 – Systems for student participation	Teacher seemed unaware of equity issues in the classroom (e.g., did not call on a variety of students, used stereotypical language, used deficit language, avoided certain groups of students, or was unaware of status issues). Patterns of interaction or lack of interaction promote rivalry or unhealthy competition among students, or some students are relegated to low status positions.	Teacher used limited instructional moves (or those moves were ineffective) to build equity for all students. (e.g., calling on a variety of students, picking students to lead activities, use of wait time, seating arrangements, etc.) Patterns of interaction or lack of interaction may send messages that some students' contributions are more valuable than others.	Teacher used gender-neutral language and nonbiased examples. Teacher worked toward including all students equitably in class (e.g., calling on a variety of students, effectively using wait time, varying groups, addressing status issues, etc.). Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher has addressed improving equity for all learners by doing (some of) the following: using inclusive examples in lessons, sharing diverse perspectives, appreciating students' home language, honoring student's strengths, and/or implementing strategies that minimize status issues. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for students' status to be elevated.

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Curriculum & Pedagogy CP2 - Teacher knowledge of content	Teacher demonstrates gaps in their understanding of their discipline and content by making errors. Instruction does not reflect best practices in the content area.	Teacher demonstrates some understanding of their discipline and content. Ideas may not consistently be related to students with clarity. Some instruction reflects best practices in the content area.	Teacher demonstrates understanding of their discipline and content and accurately relates those ideas to students. Most instruction reflects best practices in the content area.	Teacher demonstrates deep understanding of their discipline and content and accurately and effectively relates those ideas to students. Instruction reflects best practices in the content area.
Curriculum & Pedagogy CP4 - Differentiated instruction for students Aligned with SEL 3A	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies that support varied language needs.
Curriculum & Pedagogy CP5 - Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills.	Teacher provides scaffolds that are not clearly related to or support the development of the targeted concepts and/or skills. If the teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.

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Assessment for Student Learning A3 - Quality of assessment methods	Assessment tasks are not aligned with the learning target(s). The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides clear information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides clear information about student thinking and needs.
Assessment for Student Learning A6 – Quality of teacher feedback	Teacher feedback is absent or is limited to a score alone.	Peer or teacher feedback is present. Could be verbal and/or written. Addresses either strengths or areas of growth.	Peer or teacher feedback is present. Could be verbal and/or written. Feedback is aligned with learning objectives. Addresses both strengths and areas of growth.	Individualized peer or teacher feedback is given to all students. Could be verbal and/or written. Feedback is aligned with learning objectives. Addresses both strengths and areas of growth.
Academic Language AL1 – Use of academic vocabulary	No evidence of planning for specific academic vocabulary.	Teacher provides definitions for specific academic vocabulary in context.	Teacher provides definitions for specific academic vocabulary in context and reinforces with additional supports including: visual supports, opportunities for students to use words in their own speaking OR writing.	Teacher provides definitions for specific academic vocabulary in context and reinforces with additional supports including: visual supports, opportunities for students to use words in their own speaking AND writing.
Classroom Environment & Culture CEC1 – Accessibility	Instructional resources are not accessible to all students.	Instructional resources may not be accessible to all students to support their learning during the	Instructional resources are accessible to all students.	Instructional resources are accessible to all students. Mandated accommodations are

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	Mandated accommodations are not implemented.	lesson. Mandated accommodations are implemented.	Mandated accommodations are implemented.	implemented and planned specifically for the lesson.
Classroom Environment & Culture CEC3 - Use of learning time Aligned with SEL 5B	Instructional time is frequently disrupted, which prevents delivery of instruction. Teacher response to behavior is missing or ineffective. Instructional timing does not account for external factors (e.g., recess, lunch, etc.)	Instructional time may be disrupted, but instruction is continued as planned. Teacher response to student behavior may be uneven or ineffective. Instructional timing isn't optimized around external factors (e.g., recess, lunch, etc.)	Little instructional time is lost. Most transitions and management routines are efficient and effective. Teacher appropriately responds to student behavior. Pacing is age appropriate for students and content. Instructional timing is optimized around external factors (e.g., recess, lunch, etc.)	Instructional time is maximized in service of learning through consistently efficient transitions, productive discourse, management routines, and positive student discipline.
Classroom Environment & Culture CEC4 – Student-teacher relationship and rapport Aligned with Oregon SEL 3B	Teacher does not demonstrate positive student-teacher relationships that foster students' well-being.	Teacher demonstrates professional student-teacher relationships that foster participation in the classroom. Interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive student-teacher and student-student relationships that foster students' well-being and develop their identity as learners. Interaction between teacher and students and among students indicates that all are valued for their contributions.	Teacher and students demonstrate positive student-teacher and student-student relationships that foster students' well-being and develop their identity as a learner. Interaction between teacher and students and among students indicates that all are valued for their contributions, and the teacher incorporates the individual or cultural identities of students.

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				Teacher models empathy and actively encourages empathetic behavior among students.
Classroom Environment & Culture CEC5 - Norms for learning Aligned with SEL 3A (Valuing students' perspectives)	Classroom norms or routines are not evident.	Classroom norms or routines are displayed / communicated but inconsistently applied in the classroom environment.	Classroom norms or routines are evident, and sometimes encourage risk-taking, collaboration, respect for divergent thinking, students' cultures, etc.	Classroom norms or routines are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking, and students' cultures.