

## Practicum Observation Rubric

Deaf and Hard of Hearing Teacher Education Program  
Faculty of Education, York University

Elements of Practice	Insufficient	Emergent	Proficient	Accomplished
<b>Planning and Preparation</b>				
	<i>The Teacher Candidate:</i>			
<b>Organization of lesson plan</b> (i.e., balanced time on task, variety of short and longer activities) to reflect age-appropriate attention span.	demonstrates limited organization	demonstrates some organization	demonstrates organization	demonstrates a high degree of organization
<b>Lesson plan prioritizes access:</b> accommodations/modifications demonstrate student-centered planning.	demonstrates limited prioritization of access	demonstrates some prioritization of access	demonstrates considerable prioritization of access	demonstrates a high degree of prioritization of access
Lesson plan demonstrates <b>spiraling</b> including <b>cross curricular connections</b> .	incorporates spiraling and/or cross curricular connections with limited degree of effectiveness	incorporates spiraling and/or cross curricular connections with some degree of effectiveness	incorporates spiraling and/or cross curricular connections with a considerable degree of effectiveness	incorporates spiraling and/or cross curricular connections with a high degree of effectiveness
Lesson plan <b>relates to student profile:</b> ability to identify student strengths, learning styles, and accommodations.	demonstrates consideration of student profile with a limited degree of effectiveness	demonstrates consideration of student profile with some degree of effectiveness	demonstrates consideration of student profile with a considerable degree of effectiveness	demonstrates consideration of student profile with a high degree of effectiveness
Lesson plan demonstrates thoughtful <b>consideration of strategies, resources, and technology</b> to ensure optimal learning environment.	demonstrates selection and use of strategies, resources, and technology with a limited degree of effectiveness	demonstrates selection and use of strategies, resources, and technology with some degree of effectiveness	demonstrates selection and use of strategies, resources, and technology with a considerable degree of effectiveness	demonstrates selection and use of strategies, resources, and technology with a high degree of effectiveness
<b>Variety of purposeful activities</b> developed reflecting alternative curriculum topics and student profile.	Incorporates a variety of purposeful activities with a limited degree of effectiveness	incorporates a variety of purposeful activities with some degree of effectiveness	incorporates a variety of purposeful activities with a considerable degree of effectiveness	incorporates a variety of purposeful activities with a high degree of effectiveness
<b>Cumulative feedback</b> given by Mentor Teacher and/or Practicum Facilitator is <b>reflected</b> in the lesson plan.	cumulative feedback from M/T reflected in the lesson plan with a limited degree of effectiveness	cumulative feedback from M/T reflected in the lesson plan with some degree of effectiveness	cumulative feedback from M/T reflected in the lesson plan with a considerable degree of effectiveness	cumulative feedback from M/T reflected in the lesson plan with a high degree of effectiveness
Lesson Plan was provided to Mentor Teacher and Practicum Facilitator 24-hours in advance of lesson.	limited access to lesson plans in advance of teaching lessons	some access to lesson plans in advance of teaching lessons	considerable access to lesson plans in advance of teaching lessons	consistent access to lesson plans in advance of teaching lessons

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<b>Implementation</b>				
	<b><i>The Teacher Candidate:</i></b>			
<b>Directions and Explanations</b> - clear and appropriate for language level of the learner(s)	provides directions and explanations with a limited degree of effectiveness	provides directions and explanations with some degree of effectiveness	provides directions and explanations with a considerable degree of effectiveness	provides directions and explanations with a high degree of effectiveness
<b>Language and literacy strategies</b> support student learning.	language and literacy strategies support learner with a limited degree of effectiveness	language and literacy strategies support learner with some degree of effectiveness	language and literacy strategies support learner with a considerable degree of effectiveness	language and literacy strategies support learner with a high degree of effectiveness
<b>Meaningful interactions</b> balanced between teacher and student.	facilitates meaningful interactions with a limited degree of effectiveness	facilitates meaningful interactions with some degree of effectiveness	facilitates meaningful interactions with a considerable degree of effectiveness	facilitates meaningful interactions with a high degree of effectiveness
<b>Visuals, concrete materials, and print</b> employed to enhance lesson delivery.	utilizes tools with a limited degree of effectiveness	utilizes tools with some degree of effectiveness	utilizes tools with a considerable degree of effectiveness	utilizes tools with a high degree of effectiveness
<b>Lesson delivery:</b> sequenced appropriately, effectively, and well-paced, pivoting when required.	executes lesson delivery with a limited degree of effectiveness	executes lesson delivery with some degree of effectiveness	executes lesson delivery with a considerable degree of effectiveness	executes lesson delivery with a high degree of effectiveness
<b>Assessment strategies</b> employed to determine student understanding.	assessment strategies employed with a limited degree of effectiveness	assessment strategies employed with some degree of effectiveness	assessment strategies employed with a considerable degree of effectiveness	assessment strategies employed with a high degree of effectiveness
<b>Learning Atmosphere</b> - respect and inclusion fostered to develop confidence and encourage participation	establishes a learning atmosphere with a limited degree of effectiveness	establishes a learning atmosphere with some degree of effectiveness	establishes a learning atmosphere with a considerable degree of effectiveness	establishes a learning atmosphere with a high degree of effectiveness
Implementation of <b>feedback</b> and <b>reflective practice</b> evident	implementation of feedback with limited degree of effectiveness	implementation of feedback with some degree of effectiveness	implementation of feedback with a considerable degree of effectiveness	Implementation of feedback with a high degree of effectiveness
<b>Responds to feedback</b> in the moment	responds to spontaneous feedback reluctantly	responds somewhat to spontaneous feedback	responds to spontaneous feedback with a considerable degree of effectiveness	responds to spontaneous feedback with a high degree of effectiveness

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<b><i>Access and Communication</i></b>				
	<b><i>The Teacher Candidate:</i></b>			
Student <b>communication needs prioritized.</b>	demonstrates limited prioritization of student needs	demonstrates some prioritization of student needs	demonstrates considerable prioritization of student needs	demonstrates a high degree of prioritization of student needs
Teacher <b>models language and communicates</b> effectively to engage students.	demonstrates limited modeling of language struggling to communicate effectively and engage student	Demonstrates some modeling of language to communicate some effectiveness to engage student	demonstrates considerable modeling of language to communicate with effectiveness to engage student	demonstrates a high degree of effective engagement and modeling of language and communication
Teacher acquaints student with <b>pragmatics</b> suitable to various situations.	manages lesson to use teachable moments for modeling appropriate pragmatics with a limited degree of effectiveness	manages lesson to use teachable moments for modeling appropriate pragmatics with some degree of effectiveness	manages lesson to use teachable moments for modeling appropriate pragmatics with considerable effectiveness	manages lesson to use teachable moments for modeling appropriate pragmatics with a high degree of effectiveness
Personal and/or classroom <b>amplification managed</b> demonstrates troubleshooting skills	manages and troubleshoots personal and/or classroom amplification with a limited degree of effectiveness	manages and troubleshoots personal and/or classroom amplification with some degree of effectiveness	manages and troubleshoots personal and/or classroom amplification with a considerable degree of effectiveness	manages and troubleshoots personal and/or classroom amplification with a high degree of effectiveness
<b>Amplification/hearing check</b> performed and tracked.	amplification/hearing check performed and tracked with a limited degree of effectiveness	amplification/hearing check performed and tracked with some degree of effectiveness	amplification/hearing check performed and tracked with a considerable degree of effectiveness	amplification/hearing check performed and tracked with a high degree of effectiveness
Teacher establishes a safe communication environment to ensure <b>emotional health and well-being.</b>	establishes a safe communication environment with a limited degree of effectiveness	establishes a safe communication environment with some degree of effectiveness	establishes a safe communication environment with a considerable degree of effectiveness	establishes a safe communication environment with a high degree of effectiveness
<b>Communication Reinforcement</b> - communication reinforced through the use of visuals and/or print	reinforces communication with a limited degree of effectiveness	reinforces communication with some degree of effectiveness	reinforces communication with a considerable degree of effectiveness	reinforces communication with a high degree of effectiveness