

## Lesson Observation Rubric for Preservice Teachers

- Use this rubric as a guide when filling out the Lesson Observation Report while observing the teaching of preservice teachers.
- The box in the lower left corner of each teaching component refers to the INTASC standard and corresponding disposition that is addressed in the lesson. For more information refer to the Student Handbook (INTASC standards and Related CSS Dispositions).

### Lesson Component

Instruction	Exceeds Expectations	Proficient	Emerging	Unsatisfactory
Anticipatory Set  <div style="border: 1px solid black; padding: 2px; width: fit-content;">3, 4, 7</div>	<ul style="list-style-type: none"> <li>• Motivates students</li> <li>• Connects learning to “real life”</li> <li>• Students see concepts as relevant to them</li> </ul>	In addition to “emerging” criteria: <ul style="list-style-type: none"> <li>• Relates the experience of every student to the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses student attention on lesson</li> <li>• Creates organizing framework for lesson</li> </ul>	Not evident, or no connection to lesson
Lesson Outcomes  <div style="border: 1px solid black; padding: 2px; width: fit-content;">7</div>	<ul style="list-style-type: none"> <li>• Establish high expectations, relate to curriculum frameworks and standards</li> <li>• All are measurable, written in the form of student learning</li> <li>• All permit viable assessment</li> <li>• Take into account the varying learning needs of individuals or groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Represent appropriate expectations and conceptual understanding</li> <li>• Most are clear but may include a few activities</li> <li>• Most permit viable methods of assessment.</li> <li>• All are suitable for most students</li> </ul>	<ul style="list-style-type: none"> <li>• Are moderately clear</li> <li>• Include combination of goals &amp; activities</li> <li>• Some do not permit viable methods of assessment</li> <li>• Most are suitable for most students in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Represent low expectations or no conceptual understanding for students</li> <li>• Are not clear or are stated as student activities</li> <li>• Do not permit viable methods of assessment</li> <li>• Not suitable for the class</li> </ul>
Delivery of Content  <div style="border: 1px solid black; padding: 2px; width: fit-content;">4, 5, 6</div>	In addition to “proficient” criteria: <ul style="list-style-type: none"> <li>• Students contribute to lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students</li> <li>• Links well with students knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent in quality (see proficient and unsatisfactory descriptions)</li> </ul>	<ul style="list-style-type: none"> <li>• Students seem confused or unengaged</li> <li>• Uses poor examples and analogies</li> </ul>
Directions and Procedures  <div style="border: 1px solid black; padding: 2px; width: fit-content;">4, 5, 6</div>	<ul style="list-style-type: none"> <li>• Clear to students</li> <li>• Anticipate possible student misunderstanding</li> <li>• Effective scaffolding is given/apparent during student activity</li> </ul>	<ul style="list-style-type: none"> <li>• Clear to students</li> <li>• Contain an appropriate level of detail</li> <li>• Modeling is done which provides scaffolding for student task</li> </ul>	<ul style="list-style-type: none"> <li>• Clarified after initial student confusion or excessively delayed</li> <li>• Teacher models student task</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing to students</li> <li>• No example or modeling provided</li> </ul>

<b>Instruction (cont.)</b>	<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Communication Skills (Verbal, nonverbal, written, visual, kinesthetic...)  <div style="border: 1px solid black; padding: 2px; width: fit-content;">3, 4, 6</div>	<ul style="list-style-type: none"> <li>• Correct and expressive</li> <li>• Well-chosen vocabulary enriches the lesson</li> <li>• Examples are given in various forms (verbal, non-verbal), all of which enhance the lesson</li> <li>• Appropriate alignment of forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and correct</li> <li>• Vocabulary is appropriate to students age and interests</li> <li>• Presentation implements many forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Audible/legible</li> <li>• Used correctly</li> <li>• Vocabulary is correct but may be limited or not appropriate to student ages or backgrounds</li> <li>• More than one form of communication is used</li> </ul>	<ul style="list-style-type: none"> <li>• Inaudible/ illegible</li> <li>• Contains many grammar and syntax errors</li> <li>• Vocabulary may be inappropriate, vague, or used incorrectly, leaving student confused</li> <li>• Only one form of communication is used</li> </ul>
Questioning Strategies/ Discussion Techniques  <div style="border: 1px solid black; padding: 2px; width: fit-content;">6</div>	<ul style="list-style-type: none"> <li>• Uniformly high quality questions</li> <li>• Adequate wait time for student response</li> <li>• Students assume some responsibility for success of discussion, unsolicited contributions</li> <li>• All voices are heard</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly high quality questions</li> <li>• Adequate wait time for student response is given</li> <li>• Interactions represent true discussion, with teacher stepping, aside when appropriate</li> <li>• Most students are engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of low &amp; high quality questions</li> <li>• Some attempt is made to engage some students in a true discussion, with uneven results</li> <li>• Attempt is made to engage all students in discussion with limited success</li> </ul>	<ul style="list-style-type: none"> <li>• Poor quality questions</li> <li>• Interaction is predominantly recitation-style, with teacher mediating all questions and answers</li> <li>• Only a few students participate in the discussion</li> </ul>
Assessment  <div style="border: 1px solid black; padding: 2px; width: fit-content;">8</div>	<ul style="list-style-type: none"> <li>• Proposed approach is completely congruent with the lesson outcomes, both in content and process</li> <li>• Criteria are clear and have been clearly communicated to students.</li> <li>• Results are used by both teacher and students in planning</li> </ul>	<ul style="list-style-type: none"> <li>• All outcomes are assessed nominally, but the proposed approach is more suitable to some than others</li> <li>• Criteria are clear and have been communicated to students</li> <li>• Results are used to plan for individuals and groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Some lesson outcomes are assessed</li> <li>• Criteria and standards are given, but are either not clear or have not been communicated to students</li> <li>• Results are used to plan for the class as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Content and methods of assessment lack congruence with lesson outcomes</li> <li>• Proposed approach contains no clear criteria or standards</li> <li>• Assessment is used minimally or not at all to plan instruction</li> </ul>
Activities  <div style="border: 1px solid black; padding: 2px; width: fit-content;">3, 4, 7</div>	<ul style="list-style-type: none"> <li>• All students are engaged</li> <li>• Students are able to initiate or adapt activities to enhance understanding</li> <li>• Teacher successfully makes a major adjustment to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Most are appropriate for students</li> <li>• Almost all students are engaged</li> <li>• Teacher makes smooth, minor adjustments to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Some are appropriate for students</li> <li>• Some engage students</li> <li>• Teacher attempts to adjust a lesson with mixed results</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate for students ages or backgrounds</li> <li>• Students are not engaged</li> <li>• Teacher adheres to plan, even when a change will clearly improve a lesson</li> </ul>

<b>Instruction (cont.)</b>	<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Closure  4, 7	In addition to "proficient" criteria: <ul style="list-style-type: none"> <li>Connects student learning to future goals/experiences</li> </ul>	<ul style="list-style-type: none"> <li>Addresses major concepts/skills that students have acquired</li> <li>Aligns with student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Evident, but with loose connection to outcomes and activities</li> </ul>	<ul style="list-style-type: none"> <li>Not evident, or not connected to outcomes or activities</li> </ul>
Use of Technology	The criteria for this item is still being developed	The criteria for this item is still being developed	The criteria for this item is still being developed	The criteria for this item is still being developed

### Lesson Component

<b>Management</b>	<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Instructional Groups  5	Students are productively engaged at all times, assuming responsibility for productivity	Tasks are organized and most students are engaged at all times	Tasks are partially organized, resulting in some off-task behavior	Students are not productively engaged in learning
Transitions and Materials  5	Transitions and handling of materials are seamless, with students assuming some responsibility for efficient operation	Transitions and handling of materials occur smoothly, most of the time, with little loss of instructional time	Transitions and handling of materials are sporadically efficient, resulting in some loss of instructional time	Much time is lost during transition of activities and/or handling of materials
Behavior Expectations  5	Standards of conduct are clear to all students and appear to have been developed with student participation	Standards of conduct are clear to all students	Standards of conduct appear to have been established for most situations, and most students seem to understand them	No standards of conduct appear to have been established, or students are confused as to what the standards are
Monitoring and Responding to Student Behavior  5	<ul style="list-style-type: none"> <li>Monitoring by teacher is subtle and preventative</li> <li>Response to misbehavior is highly effective and sensitive to students individual needs</li> <li>Student behavior is entirely appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is alert to student behavior at all times</li> <li>Response to misbehavior is appropriate and successful</li> <li>Student behavior is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is unaware of some misbehaviors</li> <li>Teacher responds to misbehavior with uneven results</li> <li>No serious disruptive behavior occurs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is not aware or does not respond to misbehavior, or</li> <li>Response is inconsistent, overly repressive, or</li> <li>Response does not respect the student's dignity</li> </ul>

<b>Classroom Environment</b>	<b>Exceeds Expectations</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
Teacher Interaction With Students  5	<ul style="list-style-type: none"> <li>Teacher demonstrates genuine caring and respect for individual students</li> <li>Students exhibit respect for the teacher as an individual, beyond that for the role</li> </ul>	<ul style="list-style-type: none"> <li>Interactions are friendly and demonstrate general warmth, caring, and respect.</li> <li>Interactions are appropriate to age and culture of students</li> <li>Students exhibit respect for teacher</li> </ul>	<ul style="list-style-type: none"> <li>Interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students cultures</li> <li>Students exhibit minimal respect for teacher</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with at least some students is negative, demeaning, sarcastic, or inappropriate for the age or culture of the students</li> <li>Students exhibit disrespect for teacher</li> </ul>

## Lesson Component

Planning	Exceeds Expectations	Proficient	Emerging	Unsatisfactory
<p>Planning</p> <p style="text-align: center;">7</p>	<ul style="list-style-type: none"> <li>Lesson or unit structure is clear and allows for different pathways according to student need</li> </ul>	<ul style="list-style-type: none"> <li>Lesson or unit has clearly defined structure that activities are organized around</li> <li>Time allocations are reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Lesson or unit has a recognizable structure, but may not be uniformly maintained throughout</li> <li>Most time allocations are realistic</li> </ul>	<ul style="list-style-type: none"> <li>Lesson or unit has no clearly defined structure, or the structure is chaotic</li> <li>Time allocations are unrealistic</li> </ul>
<p>Pacing</p> <p style="text-align: center;">5</p>	Pacing of the lesson is appropriate for all students	Pacing of the lesson is appropriate for most students	Pacing of lesson is appropriate on occasion	Lesson is too slow or rushed, or both
<p>Materials</p> <p style="text-align: center;">5</p>	<p>In addition to "proficient" criteria:</p> <ul style="list-style-type: none"> <li>Students initiate the choice, adaptation or creation of materials to enhance their own purposes</li> </ul>	<ul style="list-style-type: none"> <li>Suitable to outcomes</li> <li>Engage students</li> </ul>	<ul style="list-style-type: none"> <li>Partially suitable to the outcomes</li> <li>Student engagement is moderate</li> </ul>	Unsuitable to instructional outcomes or do not engage students
<p>Knowledge of and Enthusiasm for Content</p> <p style="text-align: center;">1, 7</p>	<ul style="list-style-type: none"> <li>Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance</li> <li>Teacher displays extensive content knowledge, with evidence of continuing such knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conveys genuine enthusiasm for the subject which is reflected in their interaction with students</li> <li>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates the importance of the work, but with little conviction and only minimal apparent buy-in by students</li> <li>Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Teacher or students convey a negative attitude towards the content, suggesting the content is not important or is mandated by others</li> <li>Teacher makes constant errors or does not correct errors made by students</li> </ul>
<p>Knowledge of Students</p> <p style="text-align: center;">2, 3, 4, 7</p>	<p>In addition to "proficient" criteria:</p> <ul style="list-style-type: none"> <li>Teacher uses, where appropriate, knowledge of students varied approaches to learning in instructional planning</li> <li>Teacher displays knowledge of <i>each student's</i> approach to learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety of methods of instruction based on student learning styles, interests, cultural heritage</li> <li>Teacher adapts lessons or makes accommodations to meet the varying needs of students, including those with special needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays general understanding of different approaches to learning, but generalizes for class as a whole</li> <li>Teacher recognizes the varying needs of students, but does little or nothing to adapt lessons or make accommodations</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is unfamiliar with different approaches to learning such as learning styles, multiple intelligences, student interests or cultural heritage</li> <li>Teacher displays minimal knowledge of varying needs of students</li> </ul>

## Lesson Component

Reflection	Exceeds Expectations	Proficient	Emerging	Unsatisfactory
<p>Accuracy</p> <p>9</p>	<p>In addition to “proficient” criteria:</p> <ul style="list-style-type: none"> <li>Teacher cites many examples from the lesson and can weigh the relative strength of each</li> </ul>	<p>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general reference to support the judgment</p>	<p>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met</p>	<p>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson</p>
<p>Use in Future Teaching</p> <p>9</p>	<p>Teacher offers specific alternative actions, along with the probable successes of different approaches</p>	<p>Teacher makes a few specific suggestions of how a lesson may be improved</p>	<p>Teacher makes general suggestions about how a lesson may be improved</p>	<p>Teacher has no suggestions for how a lesson may be improved another time</p>