

Stony Brook University - Professional Education Program
Rubric: Lesson Evaluation Form

	Criterion Restated from LEF (Related PEP Teacher Candidate Proficiencies)	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
Lesson Planning and Preparation					
1.	Content reflects disciplinary standards and curricular requirements. (1,7)	<ul style="list-style-type: none"> Lesson plan does not relate objectives and class activities to state and national learning standards. Planning demonstrates inadequate understanding of the meaning of state and national disciplinary learning standards. 	<ul style="list-style-type: none"> Relates lesson plan and activities to state and national disciplinary learning standards, but does so in a somewhat incoherent or inconsistent manner. Some content included does not support learning objectives. Needs some assistance to meet disciplinary learning standards. 	<ul style="list-style-type: none"> Lesson plan and objectives are coherently and consistently aligned with state and national disciplinary learning standards. Lesson objectives appropriately lead toward longer-term curricular goals. 	<ul style="list-style-type: none"> Lesson plan is explicitly aligned with state and national learning standards and thoroughly contributes to the realization of long-term curricular goals. The lesson plan is part of a unit plan that demonstrates in-depth understanding of state and national disciplinary learning standards.
2.	Content reflects teacher candidate's appropriate understanding of central concepts of discipline. (1,7)	<ul style="list-style-type: none"> Lesson plan contains significant content errors and does not reflect a basic knowledge of the disciplinary content planned for the lesson. Plan includes major content errors, does not link content to real-world issues, and indicates that teacher is not able to recognize student errors and student successes and, thus, will inadequately respond to students' comments and writing. 	<ul style="list-style-type: none"> Lesson plan demonstrates teacher has only a surface understanding of the content. Lesson plan may include minor content errors; plan attempts to link content to real-world issues but does so in a partial or one-sided manner; plan does not ensure that teacher will note student misunderstanding or be able to adequately respond to student work. 	<ul style="list-style-type: none"> Lesson plan demonstrates complete understanding of content to be taught and contains no content errors. The plan links content to real-world issues in a thoughtful and articulate manner for students. Plan ensures teacher will help students understand the content to be taught. 	<ul style="list-style-type: none"> Lesson plan displays sophisticated knowledge of the subject matter being taught. Plan ensures students will be able to relate to the content through some real-world issue of relevance for students. Plan anticipates where students might have trouble learning the content and includes solutions for those potential problems.

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3.	Lesson plan includes all necessary elements. (2, 7)	<ul style="list-style-type: none"> One or more of the following elements is missing or inadequately presented in the plan: specific learning objectives, learning standards addressed, motivational strategies, lesson procedure (activities), assessment of learning objectives, closure (reflection upon learning objectives). Plan elements are not thought through well enough to ensure a successful lesson and to ensure student learning. 	<ul style="list-style-type: none"> All elements of plan are included, but one or two elements require further explanation. The plan elements may be vague or not thought-out enough to ensure that the entire lesson, when implemented, will run smoothly and will achieve the stated objectives. Links between elements may be somewhat weak—e.g., motivation may not relate directly to learning objectives—but the weakness is unlikely to impede student learning. Plan may show little creative effort from the teacher. 	<ul style="list-style-type: none"> Lesson plan contains all necessary elements, all adequately explained: learning objectives are consistent with standards and content; motivation engages students and focuses attention on lesson aims; learning activities are well conceived and explained and will generally support the lesson aim. Plan ensures that students will understand the value of the learning objectives (through closure/reflection). Plan demonstrates that the teacher has created (or adapted) activities for the specific students in class. 	<ul style="list-style-type: none"> Lesson plan includes all elements with clear explanations. Plan contains specific performance or behavioral objectives which are effective indicators of content learning; motivation engages students and frames key issues to be addressed in the lesson; learning activities are well created or adapted to support the lesson aim and ensure smooth implementation of lesson; contingency plans are in place in case problems in the lesson emerge. Teacher employs creative, original materials (beyond textbook and worksheets) in plans.
4.	Objectives are based upon assessment of students' needs and students' prior knowledge & experience. (2, 7, 8)	<ul style="list-style-type: none"> Learning objectives are "one-size-fits-all;" Teacher has not based learning objectives on an assessment of the particular students' content needs. Lesson makes no connection to previous instruction. 	<ul style="list-style-type: none"> Learning objectives are appropriate, but not creative or sophisticated. Objectives are based on teacher's assessment of students' specific content needs. Objectives build to some degree upon what students already know and can do. 	<ul style="list-style-type: none"> Learning objectives are designed for the particular students, based upon what the students already know and can do. The teacher has based objectives upon evidence of students' prior knowledge. Objectives lead usefully to more sophisticated objectives in future lessons. 	<ul style="list-style-type: none"> Objectives are creative and sophisticated. The teacher has performed an assessment of students' prior knowledge and ability and used the results to design objectives. Lesson plan explicitly connects to students' prior knowledge and future objectives.

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5.	Lesson is founded upon essential questions. (2, 4, 7)	<ul style="list-style-type: none"> Lesson plan addresses content that is too unconnected to significant, real-world knowledge to be of genuine educational value for students. Students will have little or no need of this content in the future. 	<ul style="list-style-type: none"> Lesson plan ensures that the content addressed builds knowledge or skills that will have some practical value beyond the specific lesson, but this value may not be immediately obvious in the plan and may require fuller explanation. 	<ul style="list-style-type: none"> Lesson plan clearly articulates content that is of immediate and future practical value to students. What students learn in this lesson will benefit students' future efforts beyond this lesson. Unit and individual lessons are organized around questions, ideas and problems which demand sustained reflection, analysis and/or problem-solving on the part of the student. Lessons reflect both a deep understanding of the content by the teacher and the ability to present these ideas to students in meaningful and developmentally appropriate ways. 	<ul style="list-style-type: none"> Lesson plan ensures that all students will build useful and sophisticated knowledge or skills that will have far-reaching practical value to them beyond the lesson, and beyond this particular course. Plan ensures students will become aware of the value of what they are learning in the lesson.

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6.	Lesson design promotes higher-level thinking skills (critical thinking and problem solving). (2, 4, 7)	<ul style="list-style-type: none"> Lesson plan promotes only low-level thought (recall, rote memory, basic understanding, surface details) and does nothing to improve more sophisticated thinking skills; lesson never asks student to <i>synthesize</i> information (critically build ideas on their own and test their success) or <i>evaluate</i> information (make critical judgments and defend them to an audience). 	<ul style="list-style-type: none"> Lesson has the potential to help students build sophisticated critical thinking skills (e.g. synthesis and evaluation), but the primary emphasis of the lesson is upon lower-level thinking skills. Lesson may allow some students to “coast” through it without having to expend adequate intellectual energy. 	<ul style="list-style-type: none"> Lesson ensures that all students will employ sophisticated critical thinking skills (e.g., synthesis and evaluation). No student will be able to achieve lesson objectives adequately without being required to expend intellectual energy. Activities promote more than “yes/no,” “right/wrong” responses from students. 	<ul style="list-style-type: none"> Lesson incorporates activities that require all students to build upon their already developed critical thinking skills. Activities are designed in a manner that allows all students to work on intellectually challenging tasks. Students are frequently asked to evaluate information and to defend their evaluations before an active audience. Lesson plan is likely to help students value and enjoy sophisticated critical thinking.

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7.	Lesson design incorporates multiple learning strategies. (2, 3, 4, 6, 7)	<ul style="list-style-type: none"> • Plan is largely “transmission model,” in which teacher presents knowledge to students: lecture, assigned reading, copying from board. Students remain largely passive during the lesson; teacher does most of the thinking and expends most of the intellectual energy. Little or no knowledge of different learning styles is exhibited. • Information is presented to students in one mode only. No attention is paid to individual students’ best ways of learning (through activity, talk, writing, reading, listening, drawing). 	<ul style="list-style-type: none"> • Teacher expends most of the intellectual energy in a class, but the students are given the opportunity to express themselves by, for example, asking questions, giving oral responses to teacher’s questions, and submitting in-class writing to teacher. • Information is presented to students in more than one mode: e.g., written on board or overhead, orally, on a handout, in a visual manner (through pictures, etc.). 	<ul style="list-style-type: none"> • Lesson requires students to be engaged in a variety of activities, such as: small and large group discussion between students; in-class writing and reading; teacher-facilitated class discussion; collaborative writing; oral presentations and performances. • When teacher presents information to students, the plan includes more than one mode of transmission—responding to different learning styles—to ensure that all students will learn the content being taught. 	<ul style="list-style-type: none"> • Lesson includes a variety of learning strategies so that all students will actively learn throughout the lesson and through means that are successful for them. Lesson also helps all students develop new learning strategies or improve their weakest strategies; e.g., students are required to give oral presentations to improve their ability to learn by preparing and presenting information to an audience). • Teacher ensures information presented to students is presented in multiple modes to increase students’ access to and understanding of the information.

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	Teaching Tools, Space, and Time				
8.	Teaching tools are effectively used: e.g., blackboard, audio-visual materials, pictures, maps, overhead projector, laboratory equipment, manipulatives, etc. (4,6)	<ul style="list-style-type: none"> Listed teaching tools are either not employed or are not effective in helping students organize their knowledge. Safety concerns associated with use of laboratory equipment are not addressed. 	<ul style="list-style-type: none"> Listed teaching tools are used, but they may either be used somewhat inconsistently or in ways which only minimally help students organize their knowledge. Writing is legible and notes are minimally organized. Safety concerns associated with use of laboratory equipment should be more fully addressed. 	<ul style="list-style-type: none"> Listed teaching tools are used effectively to communicate with students and help them organize their knowledge. They are used in ways which are appropriate for the students and the lesson. Handwriting is generally clear and legible; notes are organized and convey essential information. Students are also encouraged to use these materials. Safety concerns associated with use of laboratory equipment are adequately addressed. 	<ul style="list-style-type: none"> Listed teaching tools are used consistently and effectively in ways which dramatically enhance instruction and help students organize knowledge. The teacher frequently requires students to use the tools for their own learning. Safety concerns associated with use of laboratory equipment are addressed and students are engaged in discussion of these concerns.

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9.	Computer Technology is effectively integrated into instruction. (4,6)	<ul style="list-style-type: none"> Teacher does not value incorporating computer technology into students' learning and makes little or no effort to use available technology. Computer technology includes: word processing, email, World Wide Web, and presentation software. 	<ul style="list-style-type: none"> Teacher values incorporating computer technology, but does not make use of available technology or encounters some problems with technology as a result of inadequate lesson preparation. 	<ul style="list-style-type: none"> Computer technology is effectively used in ways appropriate to the subject being taught, but the task or directions may not integrate acquisition of technological proficiencies into lesson objectives. Teacher's technological proficiency is sufficient to implement lesson with, at most, only minor glitches that do not impede student learning. 	<ul style="list-style-type: none"> Computer technology is used creatively to enhance learning through innovative lesson design and incorporation of a wider variety of supplemental instructional materials. Teacher is highly proficient in the use of relevant technologies; technology used in lesson may result from teacher having taken extra effort to obtain it for the class. Lesson facilitates the acquisition of relevant technology proficiencies by students.
10.	Instruction time is used effectively. (5)	<ul style="list-style-type: none"> Use of instructional time is ineffective. Much of the intellectual work of the lesson could be achieved by students outside class. Substantial amount of instructional time is wasted under routine conditions due to poor planning and management. Lesson implementation and student learning is significantly impeded. 	<ul style="list-style-type: none"> Use of instructional time is inconsistent but generally effective and efficient. Some time is lost in transitions and at the beginning and end of class, preventing full implementation of lesson plan, but not to the degree that it impedes student learning. 	<ul style="list-style-type: none"> With little exception, class time is used for effective, efficient instruction. Students transition quickly from activity to activity. Class time is not wasted. Work done during class time could not be accomplished more effectively by students outside class. Activities are timed appropriately. 	<ul style="list-style-type: none"> Students enter the classroom ready to work, materials are prepared in advance and distributed without distraction, appropriate amount of time is devoted to individual learning activities, transitions between activities flow smoothly and without distractions. Unavoidable disruptions are handled effectively.

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	Pedagogical Skills				
11.	Lesson design is effectively implemented. (2)	<ul style="list-style-type: none"> Actual class instruction bears little resemblance to plan, and as a result student learning is seriously impaired. 	<ul style="list-style-type: none"> Teacher follows plan in a generally successful manner, but should more fully realize the plan's goals due to poor pedagogical or management skills. Teacher is so dependent upon lesson plan that teachable moments and other obvious opportunities to enhance the lesson are missed. 	<ul style="list-style-type: none"> The lesson is taught according to plan and the class runs as expected. Minor disruptions or poor timing skills may have slightly interfered with the lesson, but not in a manner that impedes student learning. Some teachable moments and other opportunities resulting from student feedback are taken advantage of. 	<ul style="list-style-type: none"> The lesson runs exactly as expected, bringing to active life the written goals of the plan. The teacher enhances the plan with exceptional management, pedagogical, or people skills. Teachable moments and other unplanned opportunities are very successfully taken advantage of.
12.	Opening of lesson motivates students and helps prepare them to meet lesson objectives. (4,5)	<ul style="list-style-type: none"> No attempt or a weak, unsuccessful attempt is made to ensure that students are interested in and prepared to meet the lesson objectives. The students may become restless, bored, or confused. 	<ul style="list-style-type: none"> Teacher attempts to engage student interest in learning objectives and to prepare students for the work of the lesson, but there is only minimal success in the attempt. 	<ul style="list-style-type: none"> Teacher generally engages the students in the learning objectives, but may need additional help to fully interest students in the lesson. The students generally understand what is expected of them, but some may be confused or require more explanation than was planned. 	<ul style="list-style-type: none"> The students are enthusiastic about the lesson and are appropriately prepared to meet the challenges of the day's learning objectives. The teacher is able to implement the lesson plan precisely as planned with fully cooperative students.

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13.	Ending of lesson provides productive closure for students. (2, 3, 4, 7, 8)	<ul style="list-style-type: none"> The teacher makes no attempt or makes only a weak, unsuccessful attempt to end the lesson in a manner that reminds students of the value of the lesson objectives and allows them to reflect on what they have learned. 	<ul style="list-style-type: none"> The teacher attempts closure, but the closure is minimally successful. Not all students demonstrate clear value of the lesson objectives. Little time may have been given for reflection. 	<ul style="list-style-type: none"> Most students leave the lesson aware of the value of their work in the lesson. They understand how the day's objectives fit into longer-term learning goals. 	<ul style="list-style-type: none"> All students leave the class demonstrating that they believe their time was well spent and that they met useful learning objectives. Through stated or written reflection, the students demonstrate understanding of how the day's goals fit into longer-term learning goals.
14.	Questioning and discussion leadership is effective. (2, 3, 4)	<ul style="list-style-type: none"> Teacher does not show concern for students' needs and ideas as expressed in their comments and questions. Teacher is unable to generate discussion and makes it difficult for students to participate. Teacher is unable to ask appropriate questions, does not offer useful follow-up questions and appears unaware of the need for teachers' questions to increase students' critical thinking skills. 	<ul style="list-style-type: none"> Teacher allows for student discussion and answers students' questions, but little discussion is generated and exchanges are brief and do not demonstrate depth. Students feel allowed to participate, but many choose not to. Teacher may need to allow more "wait time" after asking questions. Teacher's questioning technique may require more planning before it effectively leads students to increase their critical thinking skills. Teacher does not offer follow-up questions appropriately. 	<ul style="list-style-type: none"> Teacher attempts to encourage student discussion and is occasionally able to generate and sustain active student-to-student discussion. Students feel welcome (occasionally required) to contribute and the teacher encourages in-depth discussion. Teacher exemplifies effective questioning technique, incorporating appropriate follow-up questions and questions that increase in level of complexity; for example, incorporating higher levels of Bloom's taxonomy. 	<ul style="list-style-type: none"> Through appropriate assignments and follow up questions, the teacher is able to generate active class discussion. The teacher facilitates only as necessary and encourages great depth through discussion leadership. All students eagerly participate. Teacher's questioning technique is highly effective, and results in students increasing the level of their critical thought (e.g., as per Bloom).

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15	Cooperative learning is effectively employed. (2, 3, 4)	<ul style="list-style-type: none"> • Little or no group (or pair) learning is employed, and there is no connection between group work and instructional objectives; groups are not constructed on the basis of defensible criteria and may be dysfunctional; student groups or pairs are generally off task and disruptive. 	<ul style="list-style-type: none"> • Lesson uses collaborative groups, though the tasks may be too simplistic and their connection to the learning goals may require further explanation; group members may not always work together well because of poor group assignment or directions; students engage in some off-task behavior, but not to the degree that it impedes student learning. 	<ul style="list-style-type: none"> • Lesson uses group learning in ways which are consistent with learning goals. Teacher constructs groups which function well, ensures that groups are generally on task with only minor disruptions, and understands and values how cooperative learning can enhance student learning. Students produce work of a quality beyond what they could produce individually. 	<ul style="list-style-type: none"> • Lesson makes use of creative cooperative learning strategies to support different learning goals. Teacher constructs groups on the basis of a thorough knowledge of individual student abilities and personalities, effectively manages group activities, and displays an understanding of the pedagogical theories underlying the use of cooperative learning. Students produce work well beyond what they could produce individually.
16	During course of lesson, teacher candidate adapts teaching in response to student input. (2, 3, 4)	<ul style="list-style-type: none"> • Teacher—through nervousness or poor management skills—squashes student responses and ignores student input. Teacher seems more concerned with “getting through the lesson” than helping students achieve the lesson objectives and truly learn. 	<ul style="list-style-type: none"> • Teacher is aware of the importance of responding to significant student input during class and adapting the lesson where necessary to ensure all students succeed. The teacher may need assistance implementing his or her awareness of student needs better. The teacher has some trouble adapting, but makes the attempt. 	<ul style="list-style-type: none"> • The teacher welcomes appropriate student input and is careful to assess how students are receiving instruction to ensure they succeed. Teacher generally adapts instruction as needed. Students feel welcome to ask appropriate questions and give appropriate input during instruction. 	<ul style="list-style-type: none"> • The teacher demonstrates a keen insight regarding how students are receiving instruction, and adapts lessons appropriately and creatively during instruction. Students are fully involved in their own learning. The teacher helps the students make decisions about what they need to learn and encourages them to ask for it.

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17.	Classroom management effectively creates environment for learning. (2, 5, 6, 7, 10)	<ul style="list-style-type: none"> The teacher is unable to gain students' attention and maintain student engagement in learning tasks, as a direct result of poor management. Students may be too intimidated by or too unconcerned to give the learning objectives full concentration. Some students are allowed to interfere with the learning of other students. 	<ul style="list-style-type: none"> The teacher makes good attempts, using multiple strategies, to gain students' attention and engage them in the class. The teacher recognizes problems in management and seeks ways of addressing them. It may be that not all the teacher's efforts are entirely successful, but management results in the students generally succeeding in learning goals. 	<ul style="list-style-type: none"> With few exceptions, the teacher's management creates a pleasant and rigorous work atmosphere in which students succeed. The students remain on task and when disruptions arise, the teacher is generally able to handle them without allowing the lesson goals to be derailed. The students find the atmosphere generally positive and easy to work in. 	<ul style="list-style-type: none"> The teacher creates an enjoyable and rigorous work atmosphere. Most classroom management goes on behind the scenes, never interfering in student learning. The classroom community functions so well that when major or minor disruptions arise, they largely take care of themselves with little impact on the class atmosphere. The students work hard and enjoy doing so.

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Teacher Candidate's Knowledge of Students					
18.	Teacher candidate demonstrates responsiveness to individual student needs (e.g., ability, language, gender, culture). (2, 3, 7, 10)	<ul style="list-style-type: none"> Teacher displays little knowledge of student learning differences; does not see the importance of such differences; and has no strategy for selecting instructional activities to respond to these differences. The teacher is insensitive to cultural, language, gender and other differences among students. The teacher treats difference as deficit, rather than as an opportunity for learning. The teacher does not get to know the students and is insensitive to their specific needs. 	<ul style="list-style-type: none"> Teacher attempts but has difficulty in consistently identifying causes of learning differences; recognizes the importance of determining the needs of individual students, but may not be able to do this at the level of the whole class; attempts to employ appropriate instructional strategies to individualize instruction, but may do so in a somewhat inconsistent manner. The teacher treats the students as individuals, all of whom have the potential and responsibility to learn. 	<ul style="list-style-type: none"> Teacher demonstrates an awareness of various learning styles, cultural differences and ability levels; recognizes the importance of determining learning needs of individual students; and frequently employs appropriate instructional strategies to effectively individualize instruction. Class atmosphere indicates that students feel they are generally valued as individuals and that they bring positive differences to the class, not deficits in experience, identity, or background. 	<ul style="list-style-type: none"> Teacher displays in both planning and teaching a sophisticated awareness of differences between students with regard to learning styles, cultural differences, and ability levels; actively anticipates learning problems and opportunities relating to these differences; and consistently responds in appropriate ways to individualize instruction while meeting the general needs of the class. Students appear comfortable being themselves in class; their learning styles, cultural backgrounds, and other aspects of their identities are important basic ingredients of classroom practice.

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19.	Teacher candidate uses knowledge of students to create a positive learning environment. (2, 4, 5, 10)	<ul style="list-style-type: none"> Teacher is unaware of the importance of relating content to student experience and interests or is unable to contextualize lesson objectives in developmentally appropriate ways. The teacher creates “one-size-fits-all” lessons that show little regard or respect for students’ needs, interests and abilities. 	<ul style="list-style-type: none"> Teacher makes an effort to relate content and learning objectives to student experience and interests, but connections are not always clear or do not directly support the lesson aims. Teacher demonstrates some knowledge of individual students (resulting from efforts not immediately observable in the lesson), but better knowledge of students would result in a more successful lesson. 	<ul style="list-style-type: none"> Teacher consistently attempts to relate content and learning objectives to student experience and interests, and is generally successful. Students feel as if the lesson has been tailored to them. 	<ul style="list-style-type: none"> Teacher understands the importance of relating content to the life experiences and interests of students and devises creative ways of implementing this principle in planning and instruction. Teacher makes sophisticated use of local and national problems, issues and concerns to motivate students and contextualize teaching and learning.
20.	Lesson materials and activities are appropriate to students. (2, 3, 4, 7)	<ul style="list-style-type: none"> The teacher makes little or no effort to ensure that readings, handouts, and other materials and activities are age-appropriate and level-appropriate for the students. The teacher does not create or adapt materials specifically for the particular students. 	<ul style="list-style-type: none"> The teacher makes some attempt to create or adapt materials specifically for these students, but the results may not be entirely successful. The activities are generally engaging and level-appropriate. Some students may be bored or confused as a result, but not to the degree that student learning is significantly impeded. 	<ul style="list-style-type: none"> The materials and activities are engaging for the students and promote sophisticated learning. The students understand what they are expected to achieve and they are appropriately challenged. 	<ul style="list-style-type: none"> Lesson materials and activities enthusiastically engage students in the learning objectives, which are sophisticated and creative. The students are excited by what they are being asked to do; the students learn more than planned because the materials promote the students to challenge themselves.

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Evidence of Student Learning					
21.	Students are engaged in lesson. (4, 5)	<ul style="list-style-type: none"> Students appear bored or confused by the lesson. They are distracted and despondent or engaged in off-task activities. The teacher must persuade, threaten, or beg students to be willing to complete the work. 	<ul style="list-style-type: none"> Students cooperate with the lesson objects, but do so unenthusiastically or as a “favor” to the teacher rather than as a result of genuine engagement. The students generally achieve the lesson objectives, but without excitement and active participation. 	<ul style="list-style-type: none"> The majority of the students actively engage in lesson objectives, completing activities thoroughly and with some level of enjoyment. They eagerly challenge themselves with the assignments and are not easily distracted from their work. 	<ul style="list-style-type: none"> The entire class fully and enthusiastically completes the lesson objectives. The students assist each other in appropriate ways and ask the teacher for help as needed. Rising to the challenges provided by the lesson, the students check each other’s work and attempt to complete their work at the highest possible level of quality.
22.	Students show evidence of higher-level thinking as a result of the lesson. (4, 8)	<ul style="list-style-type: none"> Students respond with low-level oral comments or writing that just recalls information or is based on rote learning. Students are not given opportunities to synthesize and evaluate information. 	<ul style="list-style-type: none"> Teacher gives students some opportunity for synthesis, evaluation, or other higher-level thinking tasks, but only some students take advantage of the opportunities. The teacher is aware of the low level of the students’ work, but requires help to improve. 	<ul style="list-style-type: none"> The class as a whole generates higher-level thinking in oral and written work. A few students may carry too much of the burden for the class or some students may remain at lower levels. The teacher is aware of the level of student work and actively seeks to improve it. 	<ul style="list-style-type: none"> The students synthesize and evaluate regularly and debate the results of their thinking with each other. The students’ thinking is consistently at the center of the activity, while the teacher works to facilitate and enhance the students’ thinking.

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23.	Teacher candidate's assessment measures the degree to which students have met the lesson objectives. (2, 8)	<ul style="list-style-type: none"> The lesson does not include any or includes only an ineffective assessment of the lesson's objectives. The teacher has no accurate way of knowing how well the students achieved the goals of the lesson. The teacher may not value careful assessment or understand the need for it. 	<ul style="list-style-type: none"> The assessment—e.g., a closing reflective written response, an oral review, or a small group discussion—is a valid attempt to demonstrate the degree to which students have achieved the lesson objectives. The assessment may be somewhat uncreative or may be not completely matched to the lesson objectives. The assessment may be designed in a manner in which only a few students are actually assessed. 	<ul style="list-style-type: none"> The assessment is a clear indicator of how well most or all students achieved the lesson objectives. The teacher may need help to be more creative and varied in assessment approaches. The teacher completely understands and values the reasons for assessment. 	<ul style="list-style-type: none"> The teacher continuously and in a variety of creative ways assesses the success of the students throughout the lesson. The teacher uses the assessment for future planning and during the lesson to see if the lesson must be adapted in some manner to ensure student success.
Personal and Professional Characteristics					
24.	Teacher candidate communicates effectively in terms of voice, speech, eye contact, professional use of English or target language, and clarity of presentation & directions. (6)	<ul style="list-style-type: none"> Teacher can not communicate effectively or is unable to articulate thoughts in terms which students can understand; makes serious errors in language usage that affect the teacher's credibility; poor enunciation may interfere with student understanding; teacher is not sensitive to audience understanding; and directions are incomplete, out of sequence, or poorly thought through. 	<ul style="list-style-type: none"> Teacher has some problems communicating effectively, but not to the degree that student learning is significantly impeded. May have difficulties in clearly articulating ideas; makes some errors in language usage; may be aware of, but unable to respond effectively to, problems of audience understanding; may need help making sense of complicated directions to students. 	<ul style="list-style-type: none"> Teacher displays effective verbal and non-verbal communication skills. Use of language is clear, standard and largely error-free; handwriting is easily read by students; and enunciation is clear, though teacher may have occasional difficulties in articulating ideas; directions are generally understandable and effectively delivered. 	<ul style="list-style-type: none"> Teacher displays sophisticated verbal and non-verbal communication skills, including the use of standard English (or target language). Handwriting and printed materials are easily read by students; language is developmentally appropriate; enunciation is clear and speech is well-modulated; body language is expressive; and directions are well thought through.

		Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
25.	Teacher candidate has a professional classroom presence. (6, 9, 10, 11)	<ul style="list-style-type: none"> Teacher does not take instruction seriously; appears lethargic or unenergetic in class, or is not credible as a teacher as a result of behavior or attitude in class. Little evidence that investigation and learning in the discipline is meaningful to the teacher. 	<ul style="list-style-type: none"> Teacher displays authority on the subject, but may view the lesson primarily as something simply to be “covered.” May not be as energetic in the classroom as possible. The teacher may need some help to behave in the mature, professional manner expected, but the teacher is willing to improve. 	<ul style="list-style-type: none"> The teacher is authoritative about the subject; makes a serious effort to stimulate student interest. Is energetic in the classroom. 	<ul style="list-style-type: none"> Students respond enthusiastically to teacher’s directions and respect teacher’s knowledge. Teacher is a dynamic and respected authority in the classroom.
26.	Teacher candidate demonstrates enthusiasm and leadership. (9, 10)	<ul style="list-style-type: none"> Teacher reveals a lack of motivation regarding the subject matter, making students believe they are completing only “busy work.” Teacher relies on yelling or negative comments as a way to get students to comply with assignments. Teacher’s body language, gestures, voice are unprofessional or disrespectful. The students’ performance suffers as a result of the teacher’s behavior or lack of leadership. 	<ul style="list-style-type: none"> Teacher demonstrates adequate appreciation of the significance of the subject matter. Teacher uses praise and encouragement and other positive leadership strategies in most cases. Teacher’s body language, gestures, voice are professional and respectful. The students trust and are enthusiastic enough to engage the subject matter adequately. 	<ul style="list-style-type: none"> Teacher demonstrates an enjoyment of the students and the subject matter. Teacher uses positive strategies, such as praise and encouragement, to engage students. Teacher’s voice, gestures and other body language guide and lead students’ learning experiences. Teacher has developed trust from students, a positive rapport with students; the class has a climate of mutual respect that makes the class operate as a coherent “unit.” 	<ul style="list-style-type: none"> Teacher demonstrates the qualities listed under “meets standards” to such a degree that student performance increases as a result. The students respect and are enthusiastic about their own work, their peers and the subject matter.

		Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
27.	Teacher candidate maintains an appropriate level of overall professionalism. (9, 10, 11)	<ul style="list-style-type: none"> Teacher is passive and depends on others for direction, ideas and guidance. Prepares lessons only with prompting and assistance from cooperating teacher and depends on coaching to select instructional strategies and analyze classroom performance. Performs administrative responsibilities unwillingly and in an unprofessional manner. Consistently arrives late and unprepared. The teacher's dress or demeanor are not professional and impede student learning. 	<ul style="list-style-type: none"> Teacher prepares (or changes) lessons too close to deadline and may not have time to review them carefully enough with cooperating teacher and make necessary revisions. Has lesson ideas, but relies on cooperating teacher for most instructional materials and other preparatory assistance. Needs constant supervision to ensure adequate performance of administrative responsibilities. The teacher's dress and demeanor are generally professional, but may require improvement. 	<ul style="list-style-type: none"> Teacher generally meets all planning and instructional responsibilities in a timely manner. Performs administrative responsibilities as assigned and in a competent manner. Actively participates in extracurricular activities. Consistently arrives on time, prepared to teach. Requests and values help from cooperating teacher when needed, but does not rely inordinately on cooperating teacher's help, especially toward the end of the placement. The teacher's dress and demeanor contribute to the teacher's professional presence. 	<ul style="list-style-type: none"> Teacher consistently takes the initiative in planning and teaching. Prepares lesson and unit plans well in advance and reviews them with cooperating teacher. Accepts responsibility for all instructional and administrative duties (both within and outside the classroom) without prompting and performs them in an exemplary manner. Is always punctual. Is able to work effectively even in difficult circumstances. The teacher's dress and demeanor contribute positively to the teacher's professional presence and respect received from students.

		Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
Post-Observation Discussion					
28.	Lesson's objectives are part of a fully-developed unit of instruction. (2, 4, 8)	<ul style="list-style-type: none"> In discussion it becomes clear that the lesson was out of context and not connected to a larger set of learning goals. The students were not expected to prepare for the lesson and they were not aware of how the lesson builds to longer-term learning goals. The teacher is not able to explain how objectives are connected to state, national, and local learning standards. 	<ul style="list-style-type: none"> Teacher shows awareness of the lesson's relation to longer-term goals, but may need additional help to be entirely successful in connecting the lesson to those goals. The students did build connected knowledge, but were not necessarily made aware of it fully enough. The teacher is able to explain to an acceptable degree how objectives are connected to state, national, and local learning standards. 	<ul style="list-style-type: none"> The teacher has deliberately planned learning objectives to build toward larger curriculum goals and attempted to make students aware of the connections. The goals may need minor adjustment to be fully successful or completely connected to longer-term goals. The teacher is able to explain how objectives are connected to state, national, and local learning standards. 	<ul style="list-style-type: none"> The teacher is thoroughly aware of the value of and is successful in connecting the day's learning objectives to longer-term, more sophisticated curriculum goals. The students are building genuinely useful knowledge and are aware of its value. The lesson goals are very well connected to state, national, and local learning standards.
29.	Lesson provided a meaningful learning experience for students. (2, 4, 8)	<ul style="list-style-type: none"> Teacher appears unconcerned with or unable to explain the value of the lesson objectives and activities for the meaningful benefit of the students' future learning and success. Student activities are passive and based on recall, rote memorization and listening passively to lecture. 	<ul style="list-style-type: none"> Teacher believes the lesson has value beyond the day's specific learning objectives, but may not be able to fully express that value. With help, the teacher is able to speak to how the lesson objectives contribute to students' overall development. Teacher seeks improvement in making lesson more meaningful. 	<ul style="list-style-type: none"> The lesson provides a clear, meaningful experience for students. Achieving the objectives has value for student learning beyond the day's objectives and the teacher is able to explain that value. The teacher is concerned that students feel their time in class is well spent. 	<ul style="list-style-type: none"> The teacher is able to fully explain the value of the day's lesson objectives to learning for the students' future. The teacher strives to ensure that lesson activities will prepare students for yearly assessments and for life and work beyond their school years.

		Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
30.	Teacher candidate demonstrates critical reflection on own teaching. (7, 8, 9)	<ul style="list-style-type: none"> In response to this lesson, the teacher sees little or no value in professional development and has no plans to systematically improve teaching practice. Seldom seeks help in improving teaching and is unreceptive to or defensive in the face of constructive feedback. 	<ul style="list-style-type: none"> Teacher may recognize the value of critical reflection on teaching practice in this lesson, but should engage in such activity more frequently. Sees the importance of improvement, but needs assistance to make the best use of feedback from colleagues or new developments in the field. Teacher may be somewhat defensive in response to feedback, but with discussion is generally open to feedback and suggestions. May need considerable assistance in improving own practice. 	<ul style="list-style-type: none"> Teacher regularly reflects on teaching practice and is able to diagnose strengths and weaknesses from this lesson. Is usually receptive to feedback and new developments in the field, reflects on these ideas, and tries to apply them to classroom practice. 	<ul style="list-style-type: none"> Teacher is aware of important trends in educational theory and consistently applies this knowledge to classroom practice. Actively seeks out feedback, new ideas and help with problem solving from peers and supervisors and is receptive to constructive feedback. Teacher reflects upon this lesson in a fully professional fashion and conceives strategies for improvement.