Lesson Evaluation Form Rubric

Planning and Preparation as Demonstrated in the Lesson Plan

	Ineffective	Developing	Effective	Highly Effective
1.	The lesson plan: is missing one or more of the necessary elements	The lesson plan: contains all of the necessary elements with some elaboration	The lesson plan: contains all of the necessary elements with elaboration.	The lesson plan: includes all elements with elaboration and evidence of creativity.
2	The lesson plan: does not include disciplinary standards and curricular requirements	The lesson plan: includes some of the relevant disciplinary standards and curricular requirements	The lesson plan: includes the relevant disciplinary standards and curricular requirements	The lesson plan: includes relevant disciplinary standards and curricular requirements, with connections to other aspects of the discipline
3	The lesson plan: does not reflect knowledge of the disciplinary standards, core curriculum, and content.	The lesson plan: reflects a basic knowledge of the disciplinary standards, core curriculum and content.	The lesson plan: reflects a good knowledge of the disciplinary standards, core curriculum and content.	The lesson plan: reflects sophisticated knowledge of the disciplinary standards, core curriculum and content.
4.	The lesson plan: does not include learning objectives that are appropriate and relevant to the students' needs.	The lesson plan: attempts to include learning objectives that are appropriate and relevant to the students' needs.	The lesson plan: includes appropriate and relevant learning objectives that build upon students' prior knowledge.	The lesson plan: includes appropriate, relevant, and sophisticated learning objectives that enhance students' prior knowledge.
5.	The lesson plan: promotes only lower level thinking skills that do not address essential questions.	The lesson plan: attempts to help students build higher level thinking skills (synthesis and evaluation) to address essential questions.	The lesson plan: includes high-level thinking skills that promote critical thinking, problem solving, and address essential questions.	The lesson plan: includes high-level thinking skills linked to essential questions of the unit, promoting the acquisition of meaningful knowledge, skills, and understandings.
6.	The lesson plan: includes only one learning strategy; does not include strategies and techniques to meet the needs of a diverse student body	The lesson plan: includes more than one learning strategy but they are minimally effective; attempts to includes some strategies and techniques to meet the needs of a diverse student body	The lesson plan: includes multiple learning strategies throughout the lesson; includes strategies and techniques to meet the needs of a diverse student body	The lesson plan: includes multiple learning strategies throughout the lesson in a creative manner; includes a wide variety of strategies and techniques to meet the needs of a diverse student body.
7.	The lesson plan: lacks evidence of attempts to differentiate instruction.	The lesson plan: includes some evidence of attempts to differentiate instruction.	The lesson plan: includes differentiated instruction within the lesson and/or homework.	The lesson plan: demonstrates sophisticated applications of differentiated instruction within the lesson and/or homework.

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8.	The lesson plan: does not integrate technology into the instructional design	The lesson plan: partially integrates technology into the instructional design	The lesson plan: integrates technology into the instructional design	The lesson plan: fully integrates technology into the instructional design with sophistication and creativity.

The Classroom Environment

	Ineffective	Developing	Effective	Highly Effective
9.	The candidate demonstrates an inability to prepare teaching tools for use in the classroom.	The candidate demonstrates some ability to prepare teaching tools for use in the classroom.	The candidate demonstrates the ability to prepare teaching tools effectively.	The candidate demonstrates a creative and superior ability to prepare teaching tools effectively.
10.	There is no evidence of classroom routines and procedures.	There is minimal evidence of classroom routines and procedures.	There is evidence of established classroom routines and procedures.	There is evidence of clearly established classroom routines and procedures that are fully implemented.
11.	The teacher candidate does not foster a mutually respectful, safe, and supportive learning environment and does not respond appropriately to student behavior.	The teacher candidate attempts to foster a mutually respectful, safe, and supportive learning environment but minimally responds appropriately to student behavior.	The teacher candidate fosters a mutually respectful, safe, and supportive learning environment and responds appropriately to student behavior.	The teacher candidate fosters a mutually respectful, safe, and supportive learning environment that exemplifies best practices in responding to student behavior

Instruction

	Ineffective	Developing	Effective	Highly Effective
12.	Lesson implementation bears little resemblance to the lesson plan.	Lesson implementation is somewhat successful, but candidate does not take advantage of teachable moments.	The lesson is implemented as planned with the candidate taking advantage of teachable moments.	The lesson is implemented successfully as planned with the candidate taking full advantage of teachable moments.

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13.	The candidate does not open the lesson in a manner that motivates and prepares students to meet lesson objectives.	The candidate attempts to open the lesson in a manner that motivates and prepares students to meet lesson objectives.	The candidate opens the lesson in a manner that motivates and prepares students to meet lesson objectives.	The candidate opens the lesson creatively and engages students in a manner that motivates and prepares them to meet lesson objectives.
14.	The candidate does not provide closure to the lesson.	The candidate attempts closure to the lesson.	The candidate provides closure to the lesson.	The candidate provides comprehensive closure to the lesson.
15.	The candidate does not ask relevant questions and/or generate relevant discussion.	The candidate asks relevant but lower-level thinking questions and/or minimally generates relevant discussion.	The candidate asks both lower-level and higher-level thinking questions and/or facilitates relevant discussion.	The candidate effectively and selectively asks lower- and higher-level thinking questions and/or successfully and effectively facilitates relevant discussion.
16.	Wait time following questions is inadequate.	Wait time following questions is sometimes adequate.	Wait time following questions is adequate, encouraging student response.	Wait time following questions is completely adequate, enhancing student response opportunities.
17.	The candidate ignores student input and does not adapt or adjust instruction as needed.	The candidate sometimes responds to student input and occasionally adapts or adjusts instruction.	The candidate welcomes student input and adapts and adjusts instruction as needed.	The candidate fully responds to student input and adapts and adjusts instruction creatively to enhance learning.
18.	The candidate does not display effective communication skills.	The candidate sometimes displays effective communication skills.	The candidate consistently displays effective communication skills.	The candidate displays effective and highly sophisticated communication skills.
19.	The candidate does not convey enthusiasm regarding the subject matter.	The candidate conveys some enthusiasm regarding the subject matter.	The candidate conveys enthusiasm regarding the subject matter.	The candidate conveys enthusiasm and passion regarding the subject matter.
20.	Instructional time is used ineffectively and inconsistently.	Instructional time is used effectively but inconsistently.	Instructional time is used effectively and consistently.	Instructional time is used effectively and consistently from bell to bell.
21.	Students are not engaged in the lesson.	Students are somewhat engaged in the lesson.	Students are actively engaged in the lesson.	Students are actively and enthusiastically engaged in the lesson.
22.	The candidate does not offer opportunities for students to demonstrate higher-level thinking.	The candidate attempts to offer opportunities for students to demonstrate higher-level thinking.	The candidate offers opportunities for students to demonstrate higher-level thinking.	The candidate consistently offers rich opportunities for students to demonstrate higher-level thinking.
23.	The candidate does not include formative assessment in the lesson.	The candidate includes some formative assessment in the lesson and attempts to modify instruction accordingly.	The candidate includes formative assessment in the lesson and uses the information to modify instruction.	The candidate includes formative assessment in the lesson and uses the information to immediately and seamlessly modify instruction as needed.

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24.	The candidate does not include a closure activity that assesses the degree to which the students have met the objective of the lesson.	The candidate does include a closure activity that somewhat assesses the degree to which the students have met the objective of the lesson.	The candidate does include a closure activity that assesses the degree to which the students have met the objective of the lesson.	The candidate does include a closure activity that fully assesses the degree to which the students have met the objective of the lesson.
25	The candidate does not employ cooperative learning.	The candidate attempts to employ cooperative learning.	The candidate employs cooperative learning.	The candidate effectively and creatively employs cooperative learning.
26.	The candidate fails to identify connections to other concepts in the subject, other disciplines, and real-world issues.	The candidate attempts to identify connections to other concepts in the subject, other disciplines, and real-world issues	The candidate clearly identifies connections to other concepts in the subject, other disciplines, and real-world issues.	The candidate clearly identifies deep and essential connections to other concepts in the subject, other disciplines, and real-world issues.
27	Instruction during the lesson does not provide a meaningful experience for students.	Instruction during the lesson attempts to provide a meaningful experience for students.	Instruction during the lesson provides a clear, meaningful experience for students.	Instruction during the lesson provides a valuable, creative, and meaningful experience for all students.

Professional Responsibilities

	Ineffective	Developing	Effective	Highly Effective
28.	The candidate does not meet responsibilities for planning and instruction in a timely manner and does not seek lesson input and review from the cooperating teacher.	The candidate meets some responsibilities for planning and instruction in a timely manner and sometimes seeks lesson input and review from the cooperating teacher.	The candidate meets all planning and instructional responsibilities in a timely manner and seeks lesson input and review from the cooperating teacher.	The candidate consistently takes the initiative in all planning and instructional responsibilities in advance of teaching and incorporates lesson input and review from the cooperating teacher in creative, sophisticated ways.

29.	The candidate arrives late and unprepared. The candidate's attire is not professional.	The candidate usually arrives on time and is sometimes prepared. The candidate's attire is somewhat professional.	The candidate arrives on time, prepared to teach, and dressed in a professional manner.	The candidate always arrives on time, prepared to teach and dressed in a professional manner that demonstrates respect for self and others.
30.	The candidate is not open to constructive feedback and does not seek or incorporate suggestions to modify teaching and/or improve instruction.	The candidate is somewhat open to constructive feedback and has some degree of success in incorporating suggestions that modify teaching and/or improve instruction.	The candidate is receptive to constructive feedback and incorporates suggestions that modify teaching and/or improve instruction.	The candidate actively seeks constructive feedback and consistently invites suggestions for modification of teaching and/or improvement of instruction.
31.	The candidate does not critically reflect on his/her teaching.	The candidate attempts to reflect critically on his/her teaching.	The candidate reflects critically on his/her teaching.	The candidate reflects critically on his/her teaching with exceptional insight in order to inform future practice.