Evidence 1.1.7 Lesson Implementation Rubric

Lesson Implementation Evaluation Rubric   2016-17 (current)

Instructions:
As you evaluate the lesson plan and observed lesson:
- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.
- Observed Lessons 1 – 3: Candidate must score at least 7 of the 13 components at target level.
- Observed Lesson 4: Candidate must score at least 9 of the 13 components at target level.

Evaluator's Name:_____   Date:

School:_____   Grade level:_____   Content: _____

Implementing Instruction
Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicates Content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 4; KFfT: 3]	Makes many errors in communicating content, either orally or in writing.	Makes an occasional error in communicating content, either orally or in writing.	Communicates accurate content, both orally and in writing.	Communicates an in-depth and accurate understanding of content, both orally and in writing.
Communicates High Expectations [CAEP: 1.4; CAEP D; KTS: 3; InTASC: 4; KFfT: 2]	Does not explain academic expectations and/or communicates low expectations regarding students' capabilities.	Communicates academic expectations (via verbal and body language); however, the expectations seem unclear to students.	Clearly communicates (via verbal and body language) academic expectations and confidence in students' abilities to meet these expectations.	High academic expectations are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)

Establishes Positive Learning Environment [CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFfT: 2]	Communicates standards of conduct that are unclear and/or responses to student behavior are inappropriate.	Communicates standards of conduct; however, responses to student behavior are inconsistent.	Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	High standards of conduct are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)
Engages Students and Meets Diverse Needs [CAEP: 1.1.; CAEP D; KTS: 4; InTASC: 8; KFfT: 3]	Makes minimal attempts to actively engage students or to address diverse needs.	Uses an instructional strategy that attempts to engage students; however, not all students are engaged.	Uses a variety of instructional strategies that engage all students throughout the lesson and considers students' diverse needs.	Uses a variety of instructional strategies that engage all students throughout the lesson, and demonstrates the ability to adapt instruction to unanticipated circumstances.
Addresses Misconceptions [CAEP: 1.2; KTS: 1; InTASC: 4; KFfT: 3]	Makes no effort to address misconceptions during instruction.	Makes an attempt to address misconceptions during instruction, but not in a manner that alleviates students' confusion.	Identifies students' misconceptions related to content and effectively addresses them during instruction.	Anticipates misconceptions related to content and proactively addresses them during instruction.	Not Applicable No misconceptions of PK-12 students were evident during the lesson.

Facilitates Multiple Levels of Learning [CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFfT: 3]	Implements instructional strategies that focus solely on basic recall skills.	Implements instructional strategies that target recall and/or comprehension level skills.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking and is prepared for student responses to the strategies/ activities.
Uses Time and Materials Effectively [CAEP: 1.1.; KTS: 4; InTASC: 3; KFfT: 2]	Performs non-instructional and/or instructional tasks in an inefficient manner with considerable loss of instructional time.	Performs some non-instructional and/or instructional tasks in an efficient manner with some loss of instructional time.	Performs non-instructional and/or instructional tasks in an efficient manner with minimal loss of instructional time.	Performs non-instructional and/or instructional tasks in a manner that maximizes instructional time.
Creates a Safe Environment [CAEP: 1.1; CAEP:D; KTS: 3; InTASC: 3; KFfT: 2]	Creates an unsafe classroom environment or engages in activities that are dangerous to students' emotional or physical well-being.	Creates a classroom environment that is physically safe for all students; however, there is a lack of awareness regarding students' emotional well-being.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern, and encouraging students to treat each other with respect and concern.

Implements Co-Teaching Instruction [CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8; KFfT: 4]	No evidence of co-teaching; however, the lesson plan indicates the intent to use a co-teaching approach.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) but there was confusion about the role of each co-teacher.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility for student learning.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility to maximize the learning of all students.	Not Applicable Co-teaching was not planned for this lesson (field experiences only)
Uses Technology During Instruction [CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: 8; KFfT: 1]	Neither teacher candidate nor students use technology.	Use of technology by the teacher candidate or students, but its use does not enhance instruction or student learning.	Use of technology by the teacher candidate and students in a manner that facilitates and enhances instruction and/or student learning.	Use of technology by the teacher candidate and students to facilitate and enhance student learning, as well as to provide differentiated instruction that supports the needs of all leaners.	Not Applicable Technology is not appropriate and/or would interfere with the lesson effectiveness.
Uses Formative Assessments [CAEP: 1.2; KTS: 5; InTASC: 6; KFfT: 3]	No use of formative assessment during instruction.	Uses formative assessments to determine students' progress.	Uses formative assessments to determine each student's progress and guide instruction.	Uses formative assessments to determine student progress, guide instruction, and provide feedback to students.	

Allows Opportunity for Student Self-assessment [CAEP: 1.2; CAEP D; KTS: 5; InTASC: 6; KFfT: 3]	Does not provide opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in self-assessment but does not help leaners understand their assessment results.	Employs student self-assessment in a clear and purposeful way and helps learners understand and use their assessment results.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	Not Applicable Student Self-assessment was not planned for the lesson.
Has Classroom Presence [CAEP: 1.2; KTS: 3; InTASC: 10; KFfT: 4	Lacks the appropriate volume, tone, energy and enthusiasm to engage students.	Uses either appropriate volume and tone, or energy and enthusiasm, but not both.	Uses appropriate volume, tone, energy and enthusiasm to engage students.	Conveys volume, tone, energy and enthusiasm for content and encourages students to seek additional opportunities to learn beyond the classroom.	
COMMENTS:					

Lesson Implementation Evaluation Rubric 2015-16 (old)

Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.
- Observed Lessons 1 – 3: Candidate must score at least 7 of the 14 components at target level.
- Observed Lesson 4: Candidate must score at least 9 of the 14 components at target level.

Evaluator's Name:_____   **Date:**

School:_____   **Grade level:**_____   **Content:** _____

Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicating content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 5, Content Knowledge; KFfT: 3]	Uses incorrect verbal or written language in communicating content.	Makes an occasional error in verbal or written language that communicates content.	Uses clear and correct written and verbal language that communicates content in a manner appropriate for students.	Uses clear and correct written and verbal language that communicates an in-depth understanding of content that contributes to the learning of *all* students.
Communicating high expectations [CAEP: 1.4; KTS: 3; InTASC: 7, Instructional Practice; KFfT: 2]	Does not explain expectations and/or communicates low expectations regarding students' capabilities.	Communicates expectations; however, the expectations seem unclear to students.	Clearly communicates (via verbal and body language) expectations and confidence in students' abilities to meet these expectations.	Clearly communicates (via verbal and body language) high learning and behavioral expectations, and confidence in students' abilities to meet these expectations.

Establishing positive learning environment [CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3, The Learner & Learning; KFfT: 2]	Communicates standards of conduct that are unclear and/or responses to misbehavior are inappropriate.	Communicates standards of conduct; however, responses to misbehavior are inconsistent.	Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Applies communicated standards of conduct in an efficient and respectful manner that results in a positive, fair, and productive learning environment for *all* students.
Uses a variety of instructional strategies that actively engage students and meet diverse needs [CAEP: 1.1.; KTS: 4; InTASC: 8, Instructional Practice; KFfT: 3]	Makes minimal attempts to actively engage students or to address diverse needs.	Uses an instructional strategy that attempts to engage students; however, not all students were engaged.	Uses a variety of instructional strategies that engage students throughout the lesson and consider students' diverse needs.	Uses a variety of instructional strategies that engage *all* students throughout the lesson, and demonstrates the ability to adapt instruction to unanticipated circumstances.
Addressing misconceptions [CAEP: 1.2; KTS: 1; InTASC: 4, Content Knowledge; KFfT: 3]	Makes no effort to address misconceptions during instruction.	Makes an attempt to address misconceptions during instruction, but not in a manner that alleviates students' confusion.	Identifies misconceptions related to content and effectively addresses them during instruction.	Anticipates misconceptions related to content and effectively addresses them during planning and instruction.
Facilitates higher order thinking [CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 5, Content Knowledge; KFfT: 3]	Implements instructional strategies that focus solely on basic recall skills.	Implements instructional strategies that target recall and/or comprehension level skills.	Implements instructional strategies that promote the development of higher-order thinking.	Implements multiple, relevant instructional strategies and activities that promote the development of higher-order thinking for *all* students.

Understanding different perspectives [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 5, Content Knowledge; KFfT: 3]	Provides no opportunities for students to consider content from different perspectives.	Makes an attempt to provide opportunities for students to consider lesson content from multiple perspectives.	Provides opportunities and guidance for students to consider lesson content from multiple, and relevant, perspectives.	Guides *all* students to understand content from diverse, multicultural, or global perspectives.
Uses time effectively [CAEP: 1.1.; KTS: 4; InTASC: 3, Learner & Learning; KFfT: 2]	Loses a considerable amount of instructional time due to poor management of non-instructional tasks and/or poor organization related to transitions, materials, etc.	Performs some non-instructional and instructional tasks in an efficient manner, but there is loss of instructional time due to teacher's management of these tasks.	Performs non-instructional tasks, handles materials and supplies, manages transitions, and organizes and monitors group work so there is minimal loss of instructional time.	Performs non-instructional tasks, handles materials and supplies, manages transitions, and organizes and monitors group work in order to maximize time for student learning.
Uses space and materials effectively [CAEP: 1.1.; KTS: 4; InTASC: 3, Learner & Learning; KFfT: 2]	No evidence that lesson objectives or learner needs guided the use of space or materials.	Uses classroom space and materials as appropriate to the lesson OR learners.	Uses classroom space and materials effectively for the lesson AND the learners.	Makes optimal use of classroom space and uses a variety of instructional resources to enhance student learning.
Physically and emotionally safe environment [CAEP: 1.1; CAEP:D; KTS: 3; InTASC: 2, The Learner & Learning; KFfT: 2]	Creates a classroom environment or engages in activities that are dangerous to students' emotional or physical well-being.	Creates a classroom environment that is physically safe for all students; however, there is a lack of awareness regarding students' emotional needs.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	Creates a classroom environment that is both emotionally and physically safe by treating *all* students with respect and concern and encouraging students to treat each other with respect and concern.

					NOT APPLICABLE
Implementation of Instruction (Co-Teaching) [CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8, Professional Responsibility; KFfT: 4]	No evidence of co-teaching; although, lesson plan indicates the intent to use a co-teaching approach.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) OR provides an acceptable rationale for why co-teaching was not utilized.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable), actively utilizing all professionals in a manner that enhances student learning.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable), actively utilizing all professionals in a manner that communicates parity and maximizes the learning of *all* students.	
Uses technology during instruction [CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: 8, Instructional Practice; KFfT: 1]	No evidence of technology usage where needed.	Teacher candidate or students use technology, but its use does not enhance instruction or student learning.	Teacher candidate and/or students use technology in a manner that facilitates or enhances student learning.	Teacher candidate **AND** students use technology in a manner that facilitates or enhances student learning, and supports the needs of *all* students.	**NOT APPLICABLE** (Dropdown box) Technology not applicable to lesson. Technology not available in school. Technology not available in classroom.
Uses formative assessments [CAEP: 1.2; KTS: 5; InTASC: 6, Instructional Practice; KFfT: 3]	No use of formative assessment during instruction.	Uses formative assessments to determine students' progress.	Uses appropriate formative assessments to determine each student's progress and guide instruction.	Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.	
Allows opportunity for student self-assessment [CAEP: 1.2; KTS: 5; InTASC: 6, Instructional Practice; KFfT: 3]	No evidence of student self-assessment.	Provides few opportunities for students to engage in self-assessment.	Provides multiple opportunities for students to engage in self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	

COMMENTS: