Lesson Implementation Rubric

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.

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:					