

ST. MARTIN PARISH

Lesson Observation Rubric Guide

St. Martin Parish Schools
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DOMAIN	INDICATOR	4	3	2	1
I. Lesson Preparation	I. A. Prepares lesson plans including: 1. Objective	Objective is written in terms of specific learner outcomes; Objective is observable and measurable.	Objective is written in terms of specific learner outcomes.	Objective is written in terms of general learner outcomes; Objective is neither observable nor measurable.	Objective is not written in plans.
	I. A. Prepares lesson plans including: 2. Procedures	A variety of procedures/ activities which are both teacher- directed and student – directed activities to develop objectives; Procedures accommodate range of ability levels and learning styles.	Procedures include a limited variety of both teacher-directed and student-directed activities which develop objectives; Procedures accommodate range of ability levels and learning styles.	Procedures include only one type of teacher-directed and student-directed activities which develop objectives; Procedures do not accommodate range of ability levels and learning styles.	No evidence of teacher-directed nor student-directed activities which develop objectives; procedures/activities in plans.
	I. A. Prepares lesson plans including: 3. Evaluation/Reteaching	Multiple methods for assessing learner outcomes match objective(s) and instructional strategies; Reteaching indicated, as needed.	At least one specific method for assessing learner outcomes matches objective(s) and instructional strategies. Reteaching indicated, as needed.	At least one method for assessing learner outcomes matches objective(s) or instructional strategies; Reteaching indicated, as needed.	No evidence of evaluation or reteaching in plans.
	I. A. Prepares lesson plans including: 4. Homelearning	Homelearning is meaningful, related to lesson, extends and reinforces learning, and appropriate in length.	Homelearning is meaningful, related to the lesson, and is used to reinforce learning.	Homelearning is not meaningful or related to the lesson.	No evidence of homelearning assigned in plans.

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I. Lesson Preparation	I. A. Prepares lesson plans including: 4. Content Standards/ Benchmarks	Included content standards are linked to objective(s) in math, language units, science, and social studies	Included content standards are linked to objective(s) in only math and language arts.	Included content standards are linked to objective(s) in only language arts.	Plans do not include content standards linked to the objective(s) in all content areas.
	I. B. Includes a variety of aids and materials which enhance learning and accommodate range of ability levels	A variety of aids and materials which enhance learning and accommodate range of ability levels for all students.	A variety of aids and materials which enhance learning and accommodate range of ability levels for most students.	A limited variety of aids and materials which do not accommodate range of ability levels for students.	No evidence of aids and materials in plans.
	I. C. Objectives reflect IEP, ITP, and IFP skills (Special Education)	Objectives address all skills for all special needs students according to IEP, ITP, and IFP guidelines.	Objectives address most skills for special needs students according to IEP, ITP, and IFP guidelines.	Objectives reflect skills not linked to IEP, ITP, and IFP designated needs.	No evidence of objectives reflecting IEP, ITP, and IFP skills in plans.

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II. Maintains Accurate Student Records	<p>II. A. Maintains accurate record of students attendance and progress through use of grade book and other records</p> <p>Refer to St. Martin Parish Teacher Information Handbook for policies on maintaining student records.</p>	Grade book and other records adhere to district policies including: (Attendance, Minimum number of grades per six/nine weeks, Recorded dates) All records maintained accurately and in a timely manner.	Grade book and other records adhere to district policies including: Attendance; Minimum number of grades per six/nine weeks; Recorded dates.) All records maintained accurately, but not in a timely manner.	Grade book and other records adhere to some, but not all district policies. (Attendance, Minimum number of grades per six/nine weeks, Recorded dates.) Some records maintained, but not in a timely manner.	Grade book and records are either not available or do not adhere to district policies.
III. Classroom Management and Behavior Management A. Classroom Procedures and Routines	III. A. 1. Begins lesson promptly with student attention secured	Teacher began lesson on time. Attention of all students very well secured.	Teacher began lesson with slight delay. Attention of students well secured.	Teacher began lesson with significant delay OR attention of students not secured.	Teacher did NOT begin on time and attention of students not secured.
	III. A. 2. Aids, materials, and equipment are readily available for use	No loss of instructional time due to equipment set up, availability, and operational use.	Minimal loss of instructional time due to either equipment set up, availability, or operational use.	Significant loss of instructional time due to either equipment set up, availability, or operational use.	No materials, aids, and equipment are available or accessible.
	III. A. 3. Establishes procedures for routine tasks	Procedures for routine tasks well established and followed by students. No loss of instructional time.	Procedures for routine tasks established, with some need for reinforcement. Minimal loss of instructional time.	Procedures for routine tasks not well established. Continual need for reinforcement. Loss of instructional time.	Procedures for routine tasks not established.

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III. Classroom Management and Behavior Management B. Maintaining Student Behavior	III. B. 1. Appropriately implements classroom discipline plan	Standards of conduct clear to ALL students. Consistently enforced and reinforced, as needed. ALL students held accountable for appropriate behavior.	Standards of conduct clear to ALL students. Frequently reinforced. Most students held accountable for appropriate behavior.	Standards of conduct not well established. Some reinforcement evident. Some students held accountable for appropriate behavior.	Standards of conduct not established.

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IV. Learning Environment	IV. 1. Establishes climate of courtesy and respect	Teacher demonstrates genuine caring and respect, while avoiding ridicule and sarcasm for all students. Strategies practiced encourage mutual courtesy and respect between teacher and students and among students.	Teacher demonstrates caring and respect for students, while avoiding ridicule and sarcasm for all students.	Teacher maintains a minimal level of respect for students. Rapport between teacher and students is lacking.	Climate of courtesy and respect not evident.
	IV. 2. Maintains neat, safe, and orderly classroom	Organized classroom. Areas of room clear from any obstructions. Environment enhances learning.	Organized classroom; Student areas of room clear from any obstructions. Environment conducive to learning.	Insufficient level of organization. One or more safety concerns exist.	Classroom organization, order, and safety not evident; Environment not conducive to learning.
	IV. 3. Maintains content-related displays	Teacher maintains and utilizes classroom display(s) related to instructional content.	Teacher maintains classroom display(s) related to instructional content.	Teacher maintains classroom displays related to general course content.	No evidence of content-related displays.
	IV. 4. Arranges functional elements to implement learning and to accommodate students with special needs	Room arrangement enhances learning and facilitates group/ individual work. All equipment and materials easily accessible to teacher and students. Accommodations made for all students with special needs.	Room arrangement conducive to learning and facilitates group/ individual work. Most equipment and materials easily accessible to teacher and students. Accommodations made for all students with special needs.	Room arrangement provides for group/ individual work. Equipment and materials accessible to teacher, but not students. Accommodations made for certain students with special needs.	Room arrangement not conducive to learning. Equipment and materials not easily accessible to teacher or students. Accommodations not made for students with special needs.

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V. Enhancement of Learning A. Lesson Activity Initiation	V. A. 1. Communicates learning outcomes with clear purpose and importance of activities	Purpose and importance of activities related to objectives clearly stated. Objectives stated and written at beginning of lesson.	Purpose and importance of activities related to objectives somewhat clearly stated. Objectives stated and/or written at beginning of lesson.	Purpose and importance of activities related to objectives not clearly stated, nor written at beginning of lesson.	No objectives stated or written. Purpose and importance of activities related to objectives not stated and written at beginning of lesson.
	V. A. 2. Provides clear and complete procedural directions	Teacher states and/or writes directions in clear, simple steps.	Teacher states and/or writes directions that are somewhat clear, simple steps.	Teacher states and/or writes directions that are vague and unclear.	Teacher does not state or write directions.
	V. A. 3. Reviews past learning and relates new learning to past and future learning	Teacher reviews past learning to assess prerequisite skills. Links new learning to both past and future learning.	Teacher reviews past learning to assess prerequisite skills. Links new learning to past or future learning.	Teacher reviews past learning. Does not link new learning to past or future learning.	Teacher does not review past learning.

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V. Enhancement of Learning B. Teaching Methods, Activities, and Aids/Materials	V. B. 1. Uses multiple methods which enhance learning tasks	Use of multiple methods; All tasks progress from simple to complex, and concrete to abstract in proper sequence.	Use of multiple methods. Most tasks progress from simple to complex, concrete to abstract in proper sequence.	Use of one method which enhances learning tasks.	No evidence of methods which enhance learning tasks.
	V. B. 2. Implements learning activities at appropriate pace for entire lesson period	Pacing of lesson is appropriate for all students. Teacher makes adjustments as needed. Appropriate activities provided for early finishers.	Pacing of lesson is appropriate for most students. Teacher makes adjustments as needed. Appropriate activities provided for early finishers.	Pacing of lesson is appropriate for few students. Teacher adjustments not made when needed. Activities provided for early finishers.	Pacing of lesson is inappropriate.
	V. B. 3. Interacts with more than one group size	Teacher interacts with more than one group size (whole group, small group, individual students). Utilizes a multi-sensory approach (cooperative grouping activities).	Teacher interacts with all groups completing same activities unless program specific.	Teacher interacts with only one group size throughout lesson/ period lecture only.	Little or no interaction.
	V. B. 4. Provides for lesson closure	Teacher seeks feedback from students for lesson closure.	Teacher provides appropriate lesson closure.	Teacher provides minimal or inappropriate lesson closure.	No lesson closure.

<p>V. Enhancement Of Learning</p> <p>B. Teaching, Methods, Activities and Aids/Materials (Continuation)</p>	<p>V. B. 5. Activities include interventions/modifications/ accommodations for identified 504/1508 students</p>	<p>Teacher provides all accommodations or modifications and documentation as specified and is directly observed in the Individual Accommodation Plan or Individual Education Program for all identified 504/1508 students.</p>	<p>Teacher provides most accommodations or modifications as evidence through records (adequate evidence) in the Individual Accommodation Plan or Individual Education Program for all identified 504/1508 students.</p>	<p>Teacher provides minimal accommodations or modifications as evidenced through records as specified in one IAP or IEP for all identified 504/1508 students. Little evidence of intervention repeated directions calculations, etc.</p>	<p>Teacher provides no accommodations or modifications as specified in the IAP or IEP for all identified 504/1508 students.</p>
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V. Enhancement of Learning	V. B. 6. Uses appropriate aids/materials which broaden understanding	Uses a variety of appropriate aids/materials to broaden understanding and enhance learning.	Uses appropriate aids/materials to broaden understanding and enhance learning.	Uses appropriate aids/materials that do not broaden understanding or enhance learning.	No aids/materials were used.
	V. B. 7. Integrates technology into instruction Notes: * Technology is defined as any electronic device (VCR, cassette player, CD, electronic microscope, calculators, overhead projector, computer, etc.) *Equipment that is non-operational but is needed for the lesson will result in the component (N/A) not receiving a score.	Teacher designs and implements integrated technology-based learning experiences to promote student collaboration, authentic learning, and higher order thinking. The actual use of technology must be observed during the lesson and be evident in the lesson plan.	The teacher implements technology effectively as observed in the lesson OR the teacher implements technology as evident in the lesson plan book. (Technology may not have been observed but it is evident that the teacher makes an effort to incorporate technology weekly in a variety of subjects.)	The teacher uses technology for demonstration purposes or the delivery of instruction with no integration into the curriculum. (ie: scrolling information, display pictures/objects) OR there is little evidence of technology use in lesson plans (occasional)	No evidence of technology used as an instructional tool in lesson or as evidenced in lesson plans.

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V. Enhancement of Learning	V. C. 1. Present accurate subject matter	Teacher consistently presents accurate subject matter.	Teacher presents few inaccuracies in subject matter, but corrects within lesson.	Teacher presents inaccurate subject matter.	Teacher lacks content mastery knowledge.
	C. Content Knowledge V. C. 2. Emphasizes key elements of content knowledge	Teacher consistently focuses on key elements of content. Consistently checks for understanding.	Teacher frequently focuses on key elements of content Frequently checks for understanding.	Teacher rarely focuses on key elements of content; Does not check for understanding.	Teacher does not focus on key elements of content. Obvious student confusion.
	V. C. 3. Clarifies misunderstanding	Teacher consistently identifies and attempts to clear up misunderstandings.	Teacher frequently identifies and attempts to clear up misunderstandings.	Teacher rarely identifies and attempts to clear up misunderstandings.	Teacher does not identify or address misunderstandings.
V. Enhancement of Learning	V. D. 1. Learning tasks occur at multiple cognitive levels	Teacher consistently provides for learning tasks to occur at multiple cognitive levels.	Teacher frequently provides for learning tasks to occur at multiple cognitive levels.	Teacher rarely provides for learning tasks to occur at multiple cognitive levels.	Teacher does not provide for learning tasks to occur through multiple cognitive levels.
	D. Higher Order Thinking V. D. 2. Asks a variety of questions (example Bloom's Taxonomy)	Teacher consistently asks questions across Bloom's Taxonomy. Strong evidence exists that questions require higher order thinking.	Teacher frequently asks questions across Bloom's Taxonomy. Adequate evidence exists that questions require higher order thinking.	Teacher seldom asks questions across Bloom's Taxonomy. Questions do not reach the higher levels of Bloom's Taxonomy.	Teacher does not ask a variety of questions. Questions remain on the lower levels of Bloom's Taxonomy.
	V. D. 3. Provides wait time when questioning students	Teacher consistently provides wait time.	Teacher frequently provides wait time.	Teacher seldom provides wait time.	Teacher does not provide wait time.

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V. Enhancement of Learning E. Monitoring Learning Tasks and Informal Assessment	V. E. 1. Monitors engagement during learning	Teacher scans room, walks around and actively monitors entire class during entire lesson; Asks many probing questions; Checks individual student/group work while working and when complete.	Teacher scans room, walks around and actively monitors entire class during most of the lesson; Asks minimal number of probing questions; Checks individual student/group work while working or when complete.	Teacher scans room but does not walk around to actively monitor entire class; Asks few probing questions; Checks individual student/group work while working or when complete.	No evidence of monitoring of student engagement during learning.
	V. E. 2. Utilizes informal assessment	Teacher consistently conducts informal assessment of learner knowledge and understanding. Effectively adjusts lesson (when necessary) to abilities, achievement levels, and interests of students.	Teacher frequently conducts informal assessment of learner knowledge and understanding. Effectively adjusts lesson (when necessary) to abilities, achievement levels, and interests of students.	Teacher seldom conducts informal assessment of learner knowledge and understanding. Adjustments to the lesson not made when necessary.	No informal assessment of learner knowledge and understanding conducted; Adjustments to the lesson not made when necessary.
	V. E. 3. Provides feedback to students regarding learning	Consistently provides specific feedback about adequacy of responses to improve performance.	Frequently provides specific feedback about adequacy of responses to improve performance.	Provides non-specific feedback about adequacy of responses.	No feedback about adequacy of responses provided.
V. Enhancement of Learning F. Oral and Written Communication	V. F. 1. Uses accurate, understandable and appropriate written and oral language	Consistently uses accurate, understandable, and appropriate written and oral language; Language is clear, correct, and coherent.	Often uses accurate written and/or oral language.	Seldom uses accurate written and/or oral language.	Does not use accurate, understandable, and appropriate written and oral language.

