Teacher Candidate: _____ Observation No. _____

Lesson Date: _____ Lesson Topic: _____

Observed by: _____

This rubric is intended to be used to provide feedback to the Teacher Candidate (TC) on the planning, implementation, and success of a single lesson. It is recommended that you take notes while watching the lesson (you can use page 5 for this purpose). After observing the lesson, circle the statement that best describes what you have observed. Use the "comments" column to explain your selection and provide guidance to the TC for improvement and growth.

I. Design of Instruction	Exceptional (Target)	Proficient (Acceptable)	Needs Improvement (Unacceptable)
1. Lesson objectives	Lesson objectives are performance based, connect to NJCCC standards, and challenge students to make deep conceptual connections.	Lesson objectives are performance based, connect to NJCCC standards, and reflect lesson content.	Lesson objectives are stated but are not performance based, do not connect to NJCCC standards or are extraneous to the lesson.
2. Subject matter knowledge	Lesson demonstrates deep content and awareness of conceptual connections.	Lesson demonstrates content competency and conceptual connections.	Lesson reflects weak or inaccurate content knowledge or lacks conceptual connections.
3. Developmentally appropriate practice	Content and assessments are customized for subgroups of students.	Content and assessment are generally differentiated.	Content and assessments are not meaningfully differentiated.
II. Implementation	**Exceptional**	**Proficient**	**Needs Improvement**
4. Lesson beginning	Is an activity that activates prior knowledge, stirs inquiry, launches, and connects to lesson.	Is an activity that activates prior knowledge, generates interest, launches and connects to lesson.	Is an activity that does not activate prior knowledge, does not engage students, or does not connect to lesson.
5. Lesson Activities	Lesson activities are developmentally appropriate, creative, target student needs and interests, conceptually connect to one another, and successfully meet learning objectives.	Lesson activities are developmentally appropriate, generate interest, and are sound instructional choices that successfully meet learning objectives.	Lesson activities are developmentally inappropriate, uninteresting, are poor instructional choices, or do not meet learning objectives.

LESSON OBSERVATION RUBRIC

	Exceptional	Proficient	Needs Improvement
6. Subject Matter Knowledge	TC demonstrates command of content knowledge and makes conceptual connections.	TC demonstrates command of content knowledge.	TC provides incomplete or inaccurate information.

7. Differentiated instruction
  -**prior knowledge**
  -**disabilities**
  -**culture**
  -**English language proficiency**
	All students are engaged in the learning activities and assessments throughout the lesson.	Most students are engaged in learning activities and assessments throughout the lesson.	Many students are not engaged in learning activities and assessments throughout the lesson.

8. Effectiveness of Communication/Classroom Presence
 	
  - **Use of standard English**
  - **Voice**
  - **Intonation**
  - **Non-verbal communication**
  - **Enthusiasm**
	TC has good command of standard English; communicates effectively using voice, intonation, and non-verbal communication to enhance comprehension. TC has appropriate classroom presence.	TC has good command of standard English, but some lapses are noted; TC's voice, intonation, non-verbal communication and classroom presence is generally appropriate.	TC has poor command of standard English; TC's voice is too loud or soft, lacks enthusiasm or modulation; and/or fails to use non-verbal gestures; lacks appropriate classroom presence.

9. Materials
 	
  • **Graphic organizers**
  • **Handouts**
  • **Technology**
  • **Laboratory**
  • **Use of Space**
	TC uses materials/ technology/ space (as appropriate) to support instruction effectively.	TC Generally uses materials/technology/space (as appropriate) to support instruction effectively.	TC does not use materials/technology/ space to support instruction effectively.

10. Questioning	TC poses higher order questions that make students think critically and make complex connections.	TC poses some higher order questions that make students think critically.	TC poses a series of questions that are lower on Bloom's Taxonomy.
11. Responsiveness	TC listens actively to students' ideas and contributions and responds appropriately.	TC listens to students' ideas and contributions and tries to respond with interest and flexibility.	TC does not listen and/or respond appropriately to the students.

LESSON OBSERVATION RUBRIC

12. Managing Transitions	TC's transitions make effective connections between lesson activities.	TC's transitions are mostly effective in making connections between lesson activities.	TC's transitions are absent or underdeveloped.
13. Pacing	Lesson is well paced.	Parts of the lesson are well paced.	Lesson is not effectively paced.
	Exceptional	**Proficient**	**Needs Improvement**
14. Awareness of Student Behavior	TC is aware of and responds to individual differences in student behaviors.	TC is generally aware of and responds to individual differences in student behaviors.	TC is not aware of and does not respond to student behaviors. .
15. Managing instructional time and space.	TC is consistent in maintaining positive and appropriate classroom control.	TC is generally consistent in maintaining positive and appropriate classroom control.	TC is inconsistent or unable to maintain classroom control.
16. Closure	In the closure activity students share their thinking to provide evidence of mastery of learning objectives.	The closure activity connects back to the learning objectives and provides some evidence of achievement.	There is no closure activity or the activity does not connect to learning objectives.
17. Assessment	TC uses assessment strategies to evaluate student learning effectively throughout the lesson.	TC generally uses assessment strategies to evaluate student learning in the lesson.	TC does not use assessments to effectively gauge student learning in the lesson.

NOTES/NARRATIVE COMMENTS: