Medaille College Department of Education
College Supervisor Lesson Observation Rubric

Introduction

College Supervisors who mentor and assess teacher candidates in student teaching placements complete this rubric after each scheduled lesson observation. This rubric is used to evaluate the candidate's knowledge in subject matter, pedagogy, and teaching methodology. A minimum of two lesson observations will be completed for each student teaching placement. This rubric, in conjunction with the Associate Teacher Summary Performance Rubric, is used to evaluate a candidate's readiness to teach at program completion. Teacher candidates are expected to reach the "Proficient" level in each indicator. In addition to assessing each indicator level, College Supervisors will complete the qualitative questions at the end of the rubric. CAEP and InTASC standards guided the development of this rubric.

Data from these rubrics are both aggregated and disaggregated by candidate and by program and used biannually for three purposes:

- o To discuss and evaluate each individual candidate's readiness for program completion
- o To discuss and evaluate overall strengths and weaknesses based on trends in rubric data
- o To use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.

Directions to Candidate: For each scheduled formal lesson observation, send a copy of your lesson plan (using the full Medaille College lesson plan template) to your college supervisor at least 48 hours in advance of the observation.

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Teacher Candidate: _____Date: _____

Indicator	Unacceptable	Developing	Proficient	Accomplished
Preparation & Organization of Materials Candidate is prepared with all required lesson materials, and organization and distribution are efficient. CAEP 1.1, InTASC 7	Candidate is not prepared with all required lesson materials, and organization and distribution are not efficient.	Candidate is prepared with all required lesson materials, but organization or distribution are not efficient.	Candidate is prepared with all required lesson materials, and organization and distribution are efficient.	In addition to proficient, candidate anticipates and is prepared for unforeseen situations.
Hook/Motivating Introduction Candidate provides a hook/motivating introduction that piques student interest. CAEP 1.1, InTASC 3	Candidate has no hook/motivating introduction.	Candidate provides a hook/motivating introduction, but student interest is not piqued.	Candidate provides a hook/motivating introduction that piques student interest.	In addition to proficient, the hook/motivating introduction generates enthusiasm for the lesson.
Build Background Knowledge Candidate builds activate/background knowledge that connects to the learning objective(s). CAEP 1.1, InTASC 2	Candidate does not activate/ build background knowledge.	Candidate attempts to activate/build background knowledge but does not connect to the learning objective(s).	Candidate builds activate/background knowledge that connects to the learning objective(s).	In addition to proficient, candidate includes opportunities for students to make personal connections between background knowledge and the learning objective(s).
Set a Purpose for Learning Candidate sets a purpose that focuses on the learning objective(s). CAEP 1.1, InTASC 8	Candidate does not set a purpose for learning.	Candidate sets a purpose based on an activity rather than on the learning objective(s).	Candidate sets a purpose that focuses on the learning objective(s).	In addition to proficient, candidate links the purpose of this lesson to either past or future learning.
Directions and Procedures Candidate's directions and procedures to students are clear and contain an appropriate level of detail. CAEP 1.1, InTASC 3	Candidate's directions and procedures are confusing to students.	Candidate's directions and procedures are clarified after initial student confusion.	Candidate's directions and procedures to students are clear and contain an appropriate level of detail.	In addition to proficient, the candidate anticipates possible student misunderstanding and adjusts explanations to meet the needs of individual students.

Indicator	Unacceptable	Developing	Proficient	Accomplished
Student Engagement Candidate uses teaching strategies that maintain motivation and engagement of the students. CAEP 1.1, InTASC 3	Candidate's teaching strategy(ies) do not motivate and engage students.	Candidate struggles to use teaching strategies that maintain motivation and engagement of the students.	Candidate uses teaching strategies that maintain motivation and engagement of the students.	In addition to proficient, candidate challenges the students to apply learning to a variety of contexts in their everyday life experiences.
Respectful Classroom Environment Candidate establishes a positive rapport with all students and demonstrates respect toward learners through verbal and nonverbal communication. CAEP 1.1, InTASC 3	The classroom environment lacks respect and rapport or candidate allows disruptive behavior to interfere with student learning.	Candidate has difficulty establishing a positive rapport with all students but can demonstrate respect toward learners through verbal or nonverbal communication.	Candidate establishes a positive rapport with all students and demonstrates respect toward learners through verbal and nonverbal communication.	In addition to proficient, candidate models and fosters mutual respect among students.
Classroom Management Skills Candidate uses classroom management skills to maintain consistent standards of behavior with clarity and patience. CAEP 1.1, InTASC 3	Candidate has weak classroom management skills that allow disruptive behavior to interrupt student learning.	Candidate uses classroom management skills but behavior expectations are not clearly stated or consistently enforced.	Candidate uses classroom management skills to maintain consistent standards of behavior with clarity and patience.	In addition to proficient, candidate implements proactive management strategies that anticipate and prevent misbehavior.
Maintaining Student Attentiveness Candidate establishes a variety of attention-getting strategies to keep students focused and on task at all times. CAEP 1.1, InTASC 3	Candidate does not use attention-getting strategies to keep students focused and on-task.	Candidate attempts attention-getting strategies but has difficulty keeping students focused and on task.	Candidate establishes a variety of attention-getting strategies to keep students focused and on task at all times.	In addition to proficient, candidate establishes an enriched learning environment (e.g., promotes critical thinking, problem solving and creativity) where students are intrinsically motivated to perform to their maximum potential.
Management of Transitions Candidate provides smooth transitions that do not interrupt the learning process. CAEP 1.1, InTASC 3	Candidate's transitions are disorganized and result in loss of learning time.	Candidate has difficulty providing smooth transitions and it interferes with the learning process.	Candidate provides smooth transitions that do not interrupt the learning process.	In addition to proficient, the candidate provides transitions where students assume responsibility for efficient operation.

Indicator	Unacceptable	Developing	Proficient	Accomplished
Pacing Candidate's pacing of the lesson is appropriate to achieve objectives. CAEP 1.1, InTASC 8	Candidate's pacing is too slow or rushed to achieve objectives.	Candidate's pacing is too slow or rushed, but objectives are achieved.	Candidate's pacing of the lesson is appropriate to achieve objectives.	In addition to proficient, candidate's pacing of the lesson is appropriate for all students.
Connections to Students' Assets Candidate makes connections to students' personal, cultural, and/or community assets related to the lesson. CAEP 1.1, InTASC 2	Candidate does not make connections to students' personal, cultural, and/or community assets during the lesson.	Candidate makes connections to students' personal, cultural, and/or community assets unrelated to the lesson.	Candidate makes connections to students' personal, cultural, and/or community assets related to the lesson.	In addition to proficient, candidate supports students to make their own connections.
Lesson Closure Candidate provides closure that wraps up the lesson to reinforce understanding and help students organize the information into a meaningful context. CAEP 1.1, InTASC 8	Candidate does not provide closure of the lesson.	Candidate provides closure that wraps up the lesson but does not offer opportunity for students to organize the information into a meaningful context.	Candidate provides closure that wraps up the lesson to reinforce understanding and help students organize the information into a meaningful context.	In addition to proficient, candidate provides opportunity for student reflection in the closure.
Instructional Supports Candidate provides instructional supports that assist students in meeting the learning objective(s) with attention to the characteristics of the class as a whole. CAEP 1.1, InTASC 2	Candidate does not provide instructional supports.	Candidate provides supports that do not assist students in meeting the learning objective(s).	Candidate provides instructional supports that assist students in meeting the learning objective(s) with attention to the characteristics of the class as a whole.	In addition to proficient, candidate provides supports that address the needs of specific individuals or groups.
Questioning Candidate asks questions that promote higher-order thinking skills related to student learning. CAEP 1.1, InTASC 8	Candidate does not ask questions related to student learning.	Candidate asks surface-level questions related to student learning.	Candidate asks questions that promote higher-order thinking skills related to student learning.	In addition to proficient, candidate scaffolds/builds on student responses to questions in order to deepen student learning.
Content Knowledge Candidate demonstrates content knowledge and rectifies areas of confusion or student misconceptions. CAEP 1.1 InTASC 4	Candidate's teaching includes content inaccuracies that will lead to student misunderstandings.	Candidate demonstrates content knowledge but does not rectify areas of confusion or student misconceptions.	Candidate demonstrates content knowledge and rectifies areas of confusion or student misconceptions.	In addition to proficient, candidate displays extensive knowledge of the content and incorporates key concepts in instruction through the use of multiple representations or explanations.

Indicator	Unacceptable	Developing	Proficient	Accomplished
Use of Assessment Candidate uses assessment(s) that are aligned with the learning objective(s) and will provide evidence to determine if students met the objective(s). CAEP 1.1, InTASC 6	Candidate fails to use any assessment in the lesson.	Candidate uses assessment(s) in the lesson, however the assessment(s) do not provide direct evidence to determine if students have met the learning objective(s).	Candidate uses assessment(s) that are aligned with the learning objective(s) and will provide evidence to determine if students met the objective(s).	In addition to proficient, there are a variety of assessments that will provide multiple forms of evidence to monitor students' progress toward meeting the lesson objective(s) throughout the lesson.
Language Usage Candidate's spoken and written language are clear and correct. CAEP 1.1, InTASC 9	Candidate's spoken and/or written language contains grammar, syntax, or spelling errors that distract from learning.	Candidate's spoken and/or written language contains grammar, syntax, or spelling errors but they do not distract from learning.	Candidate's spoken and written language are clear and correct.	In addition to proficient, candidate uses expressive language with well-chosen vocabulary that enriches the lesson.
Reflection Candidate has an accurate assessment of the lesson's success and makes suggestions for improvement. CAEP 1.1, InTASC 9	Candidate misjudges the success of a lesson.	Candidate has an accurate assessment of the lesson's success but struggles to make suggestions for improvement.	Candidate has an accurate assessment of the lesson's success and makes suggestions for improvement.	In addition to proficient, candidate articulates a plan for how to implement the suggestions for improvement.
Ability to Accept Constructive Feedback Candidate welcomes feedback. CAEP 1.1, InTASC 9	Candidate's response to feedback is unprofessional.	Candidate has difficulty accepting feedback.	Candidate welcomes feedback.	In addition to proficient, candidate articulates a plan for how to implement the feedback.

1. What are the teacher candidate's strengths?

2. Where does the teacher candidate have room for growth?

3. Please provide a summary of the candidate's progress over this placement. (Question will only appear on the second lesson observation.)