Pearson Observation Rubric

Directions: Each of the ten Domains is given a score based on evidence that has been observed. All scores for indicators across all 5 Standards are then averaged, resulting in a single average score.

	1	2	3	4
4 = Consistently uses skills and strategies to organize the lesson for learning. **3 =** Often uses skills and strategies to organize the lesson for learning. **2 =** Sometimes uses skills and strategies to organize the lesson for learning. **1 =** Rarely or never uses skills and strategies to organize the lesson for learning.				
I. Plan and Organize the Lesson for Learning **Performance Indicators:** 1. implements a lesson that is directly aimed at meeting the objective(s) and will logically lead to the desired learning 2. implements a lesson that highlights key ideas and that sequences concepts and activities appropriately to meet the objective(s) 3. breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s) 4. incorporates into the lesson an appropriate balance of direct instruction, guided practice, and opportunities for independent practice 5. organizes a lesson that emphasizes students doing and thinking over passively watching and listening to the teacher 6. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning				
Notes:				
II. Promote Student Interest and Engagement **Performance Indicators:** 7. conveys to students why knowledge of material addressed in the lesson is important 8. provides an introduction that captures students' interest and attention (e.g., asks a question that motivates students to want to learn, tells an engaging story that leads to lesson content) 9. links what students are learning in the lesson to their lives and/or to real-world issues 10. employs strategies/activities in the lesson that encourage and require active student engagement 11. demonstrates enthusiasm for the content students are learning and the work they are doing 12. uses feedback and praise to reinforce student efforts and encourage learning 13. students are engaged and on-task during the lesson 14. students show persistence in achieving challenging learning goals				
Notes:				

III. Demonstrate High Expectations for Student Learning **Performance Indicators:** 15. implements a lesson sufficiently rigorous and demanding to challenge students 16. communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content 17. shows persistence in helping students achieve lesson objective(s) 18. builds student capacity to be persistent and exert effective effort 19. provides encouragement for each student to produce his/her best work and recognition of student progress and achievement of lesson goals 20. provides cues and other support (e.g., work with peers) to lead students to successful performance/responses 21. models and requires students to use higher-order thinking skills			
Notes:			
IV. Respond to Diverse Student Characteristics and Needs **Performance Indicators:** 22. uses a variety of explanatory devices (e.g., modeling thinking aloud, using visual imagery) to make ideas clear and accessible to all students 23. uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs 24. scaffolds learning activities to address different student needs and readiness (e.g., providing reminders, breaking a problem into steps, providing examples) and to promote students' independence as learners 25. responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students 26. uses auditory, visual, and kinesthetic modalities when presenting material to the class 27. adjusts the pace of instruction, the focus of instruction, and/or the method of delivery based on student response and progress as the lesson proceeds 28. accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early 29. incorporates elements of students' cultural/community backgrounds into instruction			
Notes:			
V. Make Ideas Clear, Connected, and Accessible to Students **Performance Indicators:** 30. begins the lesson by presenting clear, measurable learning objective(s) in student friendly language that states specifically what students should know and be able to do as a result of the lesson; then checks to see that students understand the objective(s) 31. periodically reviews progress toward meeting lesson objective(s) (i.e., summarizes what the class has accomplished so far in the lesson and what comes next) 32. refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s) 33. links instructional concepts and activities to previously covered material and students' prior learning 34. demonstrates or otherwise models steps in student tasks for clarity to help students understand what they are expected to do			

35. teaches for transfer beyond the school context				
36. leads students in guided practice, reducing support as students are able to proceed independently				
37. uses multiple representations and explanations to promote all students' understanding of new concepts and skills				
38. uses language that is accessible to students and appropriate to their level of development				
39. uses content-specific language that extends students' language development				
40. students use content-specific language with comprehension				
41. adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs				
42. anticipates and identifies student misconceptions and provides clarification				
43. students understand what is being taught				
44. provides clear and detailed directions for lesson activities and assignments				
Notes:				
VI. Ask Questions and Lead Discussions to Promote Learning **Performance Indicators:** 45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised)				
46. uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)				
47. uses wait time appropriate to the goals of questioning and the types of questions asked				
48. uses a continuum of questioning and cueing techniques to lead students to correct responses				
49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge				
50. perseveres and returns to students who give partial answers to state the full answer in correct academic language				
51. prompts students to interact with and react to one another during class discussion				
52. engages students in interactive talk that prompts them to explain their thinking and comment on other students' thinking				
53. uses students' comments, questions, and ideas to advance learning for the class				
Notes:				
VII. Maintain a Positive Emotional Climate **Performance Indicators:** 54. interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact)				
55. corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn				
56. provides encouragement for students performing at all levels				
57. circulates and interacts to maintain proximity with students				
58. demonstrates rapport with the class through positive verbal and nonverbal interaction				
59. builds regard and respect through fairness, courtesy, and consideration				
60. builds a sense of affiliation and mutual support among students				
61. students freely share their views and ideas				
62. students demonstrate the belief that they can learn the lesson content				
63. students work collaboratively with peers to promote learning				
64. students demonstrate pride in their work and accomplishments				
65. students are comfortable seeking support from teacher or peers when assistance is needed				
Notes:				

VIII. Manage the Classroom to Maximize Productivity **Performance Indicators:** 66. maintains an instructional pace that reflects a sense of urgency and purpose 67. arranges space to facilitate the type of instruction in progress and access to materials 68. keeps students engaged in productive activity throughout the lesson 69. uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments) 70. structures quick and efficient transitions (e.g., switching from individual to group work) 71. makes learning resources readily available to minimize instructional downtime 72. notices and responds quickly and efficiently to lack of understanding or other student problems				
Notes:				
IX. Manage the Classroom to Promote Learning **Performance Indicators:** 73. models behaviors expected of students 74. maintains order in the class through verbal and nonverbal communication and other behaviors 75. communicates the expectation that all students will follow directions and behave in accordance with class rules 76. uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity) 77. uses efficient and effective disciplinary responses that minimize disruption and instructional downtime 78. reinforces appropriate behavior exhibited by students 79. students understand and adhere to behavior expectations 80. gives students voice and choice in shaping aspects of classroom life 81. students are attentive and actively listen to teacher and peers 82. students demonstrate a positive attitude toward teacher, peers, and learning 83. students demonstrate a sense of responsibility for their learning and appear to try their best to be successful				
Notes:				
X. Assess Student Performance and Progress **Performance Indicators:** 84. checks for understanding frequently and broadly across the class (e.g., through questioning, observation, discussion) 85. uses in-class formative assessment to adjust instruction as needed 86. provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance 87. gives students opportunities to engage in self-assessment of their own work and learning 88. has students set realistic, specific, and attainable learning goals based on their self-assessments and plan steps to achieve their goals 89. incorporates an activity at the end of the lesson to assess student learning				
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