Stony Brook University

Distributed Teacher and Leader Education

Lesson Evaluation Form Rubric

Planning, Preparation, and Implementation

		Ineffective	Developing	Effective	Highly Effective
1.	The lesson plan includes all necessary elements and reflects relevant state, national, and professional standards.	The lesson plan does not include one or more of the necessary elements and does not reflect relevant state, national, and professional standards.	The lesson plan includes some of the necessary elements and partially reflects relevant state, national, and professional standards.	The lesson plan includes all necessary elements and reflects relevant state, national, and professional standards.	The lesson plan is well organized, incorporates all necessary elements and includes step-by-step lesson development. It is fully aligned with relevant state, national, and professional standards.

2.	Content and learning objectives reflect teacher candidate's knowledge of the central concepts of the discipline.	Content and learning objectives do not reflect teacher candidate's knowledge of the central concepts of the discipline.	Content and learning objectives partially reflect teacher candidate's knowledge of the central concepts of the discipline.	Content and learning objectives reflect teacher candidate's knowledge of the central concepts of the discipline.	Content and learning objectives extensively reflect teacher candidate's knowledge of the central concepts of the discipline.
3.	Learning goals are developmentally appropriate and are based upon assessment of students' prior academic knowledge, experience, skills, and misconceptions.	Learning goals are not developmentally appropriate and are not based upon assessment of students' prior academic knowledge. They do not take into account students' experience, skills, and misconceptions.	Learning goals are partially appropriate and are somewhat based upon assessment of students' prior academic knowledge. They attempt to take students' experience, skills, and misconceptions into account.	Learning goals are developmentally appropriate and are based upon assessment of students' prior academic knowledge, experience, skills, and misconceptions.	Learning goals are accurate and developmentally appropriate, and demonstrate in-depth assessment of students' prior academic knowledge, experience, skills, and misconceptions.

4.	The lesson plan includes engaging activities that promote higher-level thinking skills.	The lesson plan does not include engaging activities that promote higher-level thinking skills.	The lesson plan attempts to include engaging activities, but they do not promote higher-level thinking skills.	The lesson plan includes engaging activities that promote higher-level thinking skills.	The lesson plan includes engaging activities that promote higher-level thinking skills in a creative and thought-provoking manner.
5.	The lesson plan provides students with the opportunity to acquire disciplinary vocabulary and/or develop the relevant academic language.	The lesson plan does not provide students with the opportunity to acquire disciplinary vocabulary and/or develop the relevant academic language.	The lesson plan provides students with minimal opportunity to acquire disciplinary vocabulary and/or develop the relevant academic language.	The lesson plan provides students with the opportunity to acquire disciplinary vocabulary and/or develop the relevant academic language.	The lesson plan provides students with multiple opportunities to acquire disciplinary vocabulary and/or develop the relevant academic language.

6.	The lesson plan includes differentiation, appropriate adaptations, and/or accommodations for a variety of learners.	The lesson plan does not include any type of differentiation, appropriate adaptations and/or accommodations to meet the needs of a variety of learners.	The lesson plan attempts to include some differentiation, some adaptations, and accommodations, although these might not be appropriate for the variety of learners in the class.	The lesson plan includes differentiation, appropriate adaptations and/or accommodations for a variety of learners.	The lesson plan consistently provides well thought out differentiation, accommodations and adaptations that meet the specific needs of individual students in the class.
7.	The lesson plan includes assessments that determine the extent to which students have met the lesson's learning goals.	The lesson plan does not include assessments that determine the extent to which students have met the lesson's learning goals.	The lesson plan includes some assessments, though they do not effectively determine the extent to which students have met the lesson's learning goals.	The lesson plan includes assessments that determine the extent to which students have met the lesson's learning goals.	The lesson plan includes multiple, appropriate assessments that determine the extent to which all students have met the lesson's learning goals.
8.	The lesson plan integrates technology as a learning tool that enhances student experience.	The lesson plan does not integrate technology as a learning tool.	The lesson plan attempts to integrate technology as a learning tool that enhances student experience.	The lesson plan integrates technology as a learning tool that enhances student experience.	The lesson plan integrates technology and demonstrates the teacher candidate's expertise in implementing it as a learning tool that considerably enhances student experience.

The Classroom Environment

		Ineffective	Developing	Effective	Highly Effective
9.	Teacher candidate prepares and manages instructional materials in a manner that promotes student learning.	Teacher candidate does not prepare or manage instructional materials in a manner that promotes student learning.	Teacher candidate attempts to prepare and manage instructional materials in a manner that promotes student learning.	Teacher candidate prepares and manages instructional materials in a manner that promotes student learning.	Teacher candidate prepares instructional materials in a manner that optimizes student learning. Students are actively involved in managing instructional materials.
10.	Teacher candidate has established effective classroom management routines and procedures to optimize instructional time.	Teacher candidate has not established effective classroom management routines and procedures. There is a loss of instructional time.	Teacher candidate attempts to establish effective classroom management routines and procedures, though there still may be a loss of instructional time.	Teacher candidate has established effective classroom management routines and procedures to optimize instructional time.	Teacher candidate has established effective classroom management routines and procedures to fully optimize instructional time. The teacher candidate successfully manages transitions.
11.	Teacher candidate monitors and responds to student behavior in a manner conducive to a mutually respectful, safe, and supportive learning environment.	Teacher candidate does not monitor or respond to student behavior in a manner conducive to a mutually respectful, safe, and supportive learning environment.	Teacher candidate attempts to monitor and respond to student behavior in a manner conducive to a mutually respectful, safe, and supportive learning environment.	Teacher candidate monitors and responds to student behavior in a manner conducive to a mutually respectful, safe, and supportive learning environment.	Teacher candidate consistently monitors and responds to student behavior in a manner conducive to a mutually respectful, safe, and supportive learning environment. Teacher candidate anticipates and

					prevents potential behavioral problems.

Instruction

		Ineffective	**Developing**	**Effective**	**Highly Effective**
12.	Opening of the lesson motivates students and prepares them to meet the lesson objectives.	Opening of the lesson does not motivate students and does not prepare them to meet the lesson objectives.	Opening of the lesson attempts to motivate students, and it attempts to prepare them to meet the lesson objectives.	Opening of the lesson motivates students and prepares them to meet the lesson objectives.	Opening of the lesson provides engaging and creative activities that highly motivate students and prepares them to meet the lesson objectives.
13.	Teacher candidate uses effective questioning techniques.	Teacher candidate does not use effective questioning techniques.	Teacher candidate attempts to use effective questioning techniques.	Teacher candidate uses effective questioning techniques.	Teacher candidate uses a variety of effective questioning techniques that promote positive student engagement.

14.	Teacher candidate provides effective feedback in ways that promote student learning.	Teacher candidate does not provide feedback in ways that effectively promote student learning.	Teacher candidate attempts to provide feedback in ways that effectively promote student learning.	Teacher candidate provides effective feedback in ways that promote student learning.	Teacher candidate consistently provides effective feedback that identifies strengths and weaknesses, and which allows students to reflect on their own learning.
15.	Teacher candidate provides students with the opportunity to develop and apply relevant discipline-specific vocabulary and language functions necessary to develop and express their content understanding.	Teacher candidate does not provide students with the opportunity to develop and apply relevant discipline-specific vocabulary and language functions necessary to develop and express their content understanding.	Teacher candidate attempts to provide students with the opportunity to develop and apply relevant discipline-specific vocabulary and language functions necessary to develop and express their content understanding.	Teacher candidate provides students with the opportunity to develop and apply relevant discipline-specific vocabulary and language functions necessary to develop and express their content understanding.	Teacher candidate provides students with ample and meaningful opportunities to apply and expand relevant discipline-specific vocabulary and language functions necessary to develop and express their content understanding.
16.	Teacher candidate provides clear directions, and uses language (target language where applicable), as well as voice and eye contact to communicate clearly and appropriately.	Teacher candidate does not provide clear directions and does not use language (target language where applicable), voice and eye contact to communicate clearly and appropriately.	Teacher candidate attempts to provide clear directions and attempts to use language (target language where applicable), voice and eye contact to communicate clearly and appropriately.	Teacher candidate provides clear directions, and uses language (target language where applicable), voice and eye contact to communicate clearly and appropriately.	Teacher candidate consistently provides clear directions, and constantly uses language (target language where applicable), voice and eye contact to communicate clearly and appropriately.
17.	Teacher candidate conveys enthusiasm for subject matter and students.	Teacher candidate does not convey enthusiasm for subject matter and students.	Teacher candidate attempts to convey enthusiasm for subject matter and/or students.	Teacher candidate conveys enthusiasm for subject matter and students.	Teacher candidate conveys strong enthusiasm and passion for the subject matter and students.

18.	Teacher candidate effectively uses instructional time.	Teacher candidate does not effectively use instructional time.	Teacher candidate attempts to effectively use instructional time.	Teacher candidate effectively uses instructional time.	Teacher candidate effectively uses instructional time, and students are engaged in learning from "bell to bell".
19.	Teacher candidate provides students with engaging activities that support the learning objectives.	Teacher candidate does not provide students with engaging activities that support the learning objectives.	Teacher candidate attempts to provide students with engaging activities that support the learning objectives.	Teacher candidate provides students with engaging activities that support the learning objectives.	Teacher candidate provides students with engaging activities that involve the entire class. Each activity fully supports and is connected to the learning objectives.
20.	Teacher candidate integrates authentic, real-world and/or interdisciplinary activities.	Teacher candidate does not integrate authentic, real-world and/or interdisciplinary activities.	Teacher candidate attempts to integrate authentic, real-world and/or interdisciplinary activities.	Teacher candidate integrates authentic, real-world and/or interdisciplinary activities.	Teacher candidate integrates real-world and/or interdisciplinary activities in an appropriate and interesting way that enhances student learning experience.
21.	Teacher candidate provides students with the opportunity to engage in collective problem solving using collaborative learning techniques.	Teacher candidate does not provide students with the opportunity to engage in collective problem solving using collaborative learning techniques.	Teacher candidate attempts to provide students with the opportunity to engage in collective problem solving using collaborative learning techniques.	Teacher candidate provides students with the opportunity to engage in collective problem solving using collaborative learning techniques.	Teacher candidate provides students with the opportunity to engage in well designed and organized activities that promote collective problem solving, using collaborative learning techniques.

22.	Teacher candidate uses formal and/or informal assessment to monitor student learning and adapt instruction.	Teacher candidate does not use formal and/or informal assessment to monitor student learning and adapt instruction.	Teacher candidate attempts to use formal and/or informal assessment to monitor student learning and adapt instruction.	Teacher candidate uses formal and/or informal assessment to monitor student learning and adapt instruction.	Teacher candidate uses a variety of formal and informal assessments to evaluate student learning and adapts instruction as necessary.

D-TALE 2023

23.	Teacher candidate implements differentiation, appropriate adaptations, and accommodations for a variety of diverse learners.	Teacher candidate does not implement differentiation, appropriate adaptations, and accommodations for a variety of diverse learners.	Teacher candidate attempts to implement differentiation, appropriate adaptations, and accommodations for a variety of diverse learners.	Teacher candidate implements differentiation, appropriate adaptations, and accommodations for a variety of diverse learners.	Teacher candidate effectively implements differentiation, appropriate adaptations, and accommodations that create an equitable learning environment for a variety of diverse learners.
24.	Teacher candidate provides appropriate closure that corresponds to the learning objectives.	Teacher candidate does not provide appropriate closure that corresponds to the learning objectives.	Teacher candidate attempts to provide appropriate closure that corresponds to the learning objectives.	Teacher candidate provides appropriate closure that corresponds to the learning objectives.	Teacher candidate provides productive and thorough closure that fully corresponds to the learning objectives.
25.	Overall evaluation of the lesson.				

Professional Responsibilities

		Ineffective	Developing	Effective	Highly Effective
26.	Teacher candidate seeks input in lesson planning, preparation, and instruction, and submits lesson plans in a timely manner. Feedback and suggestions from cooperating/mentoring teachers are incorporated.	Teacher candidate does not seek input in lesson planning, preparation, and instruction, and does not submit lesson plans in a timely manner. Feedback and suggestions from cooperating/mentoring teachers are not incorporated.	Teacher candidate attempts to seek input in lesson planning, preparation and instruction, and submits lesson plans in a timely manner. Feedback and suggestions from cooperating/mentoring teachers are sometimes incorporated.	Teacher candidate seeks input in lesson planning, preparation, and instruction, and submits lesson plans in a timely manner. Feedback and suggestions from cooperating/mentoring teachers are incorporated.	Teacher candidate consistently seeks input in lesson planning, preparation, and instruction, and always submits lesson plans in a timely manner. Feedback and suggestions from cooperating/mentoring teachers are incorporated in a way that improves the quality of instruction.
27.	Teacher candidate arrives on time, is professionally dressed, is well prepared, demonstrates necessary organizational skills, and returns students' assignments in a timely fashion.	Teacher candidate does not arrive on time, is not professionally dressed, is not well prepared, does not demonstrate necessary organizational skills, and does not return students' assignments in a timely fashion.	Teacher candidate does not always arrive on time, is not always professionally dressed, is not always well prepared, does not always demonstrate necessary organizational skills, and does not always return students' assignments in a timely fashion.	Teacher candidate arrives on time, is professionally dressed, is well prepared, demonstrates necessary organizational skills, and returns students' assignments in a timely fashion.	Teacher candidate arrives on time, is always professionally dressed, is consistently well prepared, demonstrates exceptional organizational skills, and returns students' assignments in a timely fashion.