



## Professional Education Program

### LESSON EVALUATION FORM (LEF) RUBRIC

#### Planning and Preparation as Demonstrated in the Lesson Plan

	Ineffective	Developing	Effective	Highly Effective
<b>1.</b>	The lesson plan is not developmentally appropriate and is missing one or more of the necessary elements.	The lesson plan is developmentally appropriate and contains all the necessary elements with some explanations.	The lesson plan is developmentally appropriate and contains all of the necessary elements with explanations.	The lesson plan is developmentally appropriate and includes all elements with clear explanations and evidence of creativity.
<b>2.</b>	The lesson plan does not include disciplinary standards and curricular requirements.	The lesson plan includes some of the relevant disciplinary standards and curricular requirements.	The lesson plan includes the relevant disciplinary standards and curricular requirements.	The lesson plan includes relevant disciplinary standards and curricular requirements, with connections to other aspects of the discipline.

<b>3</b>	The lesson plan does not reflect knowledge of the research, disciplinary standards, core curriculum, and content.	The lesson plan reflects a basic knowledge of the research, disciplinary standards, core curriculum and content.	The lesson plan reflects a good knowledge of the research, the disciplinary standards, core curriculum and content.	The lesson plan reflects a sophisticated knowledge of the research, disciplinary standards, core curriculum and content.
<b>4.</b>	The lesson plan does not include learning objectives that are appropriate and relevant to the students' prior knowledge.	The lesson plan attempts to include learning objectives that are appropriate and relevant to the students' prior knowledge.	The lesson plan includes appropriate and relevant learning objectives that build upon students' prior knowledge.	The lesson plan includes appropriate, relevant, and sophisticated learning objectives that enhance students' prior knowledge.
<b>5.</b>	The lesson plan does not include essential questions.	The lesson plan includes some essential questions that attempt to help students build higher-level thinking skills.	The lesson plan includes essential questions that promote higher-level thinking skills.	The lesson includes sophisticated essential questions that promote higher- level thinking skills, critical thinking, and problem solving.
<b>6.</b>	The lesson plan does not include strategies and techniques to meet the needs of a diverse student body.	The lesson plan attempts to include some strategies and techniques to meet the needs of a diverse student body.	The lesson plan includes multiple learning strategies and techniques to meet the needs of a diverse student body.	The lesson plan includes multiple learning strategies and techniques that are varied and creative to meet the needs of a diverse student body.
<b>7.</b>	The lesson plan lacks evidence of attempts to differentiate instruction.	The lesson plan includes some evidence of attempts to differentiate instruction.	The lesson plan includes differentiated instruction within the lesson and/or	The lesson plan demonstrates sophisticated applications of differentiated instruction within the

			homework.	lesson and/or homework.
8.	The lesson plan does not integrate technology into the instructional design.	The lesson plan partially integrates technology into the instructional design.	The lesson plan integrates technology into the instructional design.	The lesson plan fully integrates technology into the instructional design with sophistication and creativity.

### The Classroom Environment

	Ineffective	Developing	Effective	Highly Effective
9.	Teacher candidate demonstrates an inability to prepare and manage instructional materials.	Teacher candidate demonstrates some ability to prepare and manage instructional materials.	Teacher candidate demonstrates the ability to prepare and manage instructional materials.	Teacher candidate demonstrates the creative and superior ability to prepare and manage instructional materials.
10.	There is no evidence of classroom routines and procedures.	There is some evidence of classroom routines and procedures.	There is evidence of established classroom routines and procedures.	There is evidence of clearly established classroom routines and procedures that are fully implemented.

<b>11.</b>	The teacher candidate does not monitor student behavior or respond to student misbehavior.	The teacher candidate attempts to monitor student behavior and respond to student misbehavior.	The teacher candidate monitors student behavior and responds appropriately to student misbehavior.	The teacher candidate exemplifies best practices in monitoring student behavior and responding to student misbehavior.
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**Instruction**

	Ineffective	Developing	Effective	Highly Effective
<b>12.</b>	Teacher candidate does not open the lesson in a manner that motivates and prepares students to meet lesson objectives.	Teacher candidate attempts to open the lesson in a manner that motivates and prepares students to meet lesson objectives.	Teacher candidate opens the lesson in a manner that motivates and prepares students to meet lesson objectives.	Teacher candidate opens the lesson creatively and engages students in a manner that motivates and prepares them to meet lesson objectives.
<b>13.</b>	Teacher candidate neither leads nor facilitates questioning and discussion in a manner that ensures student participation.	Teacher candidate attempts to lead and facilitate questioning and discussion in a manner that ensures student participation.	Teacher candidate leads and facilitates questioning and discussion in a manner that ensures student participation.	Teacher candidate leads and facilitates questioning and discussion in a highly engaging manner that ensures student participation.
<b>14.</b>	Wait time following questions is inadequate.	Wait time following questions is sometimes adequate.	Wait time following questions is adequate, encouraging student response.	Wait time following questions is completely adequate, enhancing student response opportunities.

15.	Teacher candidate does not adapt and deliver instruction in response to students' diverse learning needs.	Teacher candidate attempts to adapt and deliver instruction in response to students' diverse learning needs.	Teacher candidate adapts and delivers instruction in response to students' diverse learning needs.	Teacher candidate creatively adapts and delivers instruction in response to students' diverse learning needs.
16.	Teacher candidate does not communicate clearly.	Teacher candidate sometimes communicate clearly.	Teacher candidate communicates clearly.	Teacher candidate displays highly sophisticated communication skills
17.	Teacher candidate does not convey enthusiasm regarding the subject matter and students.	Teacher candidate conveys some enthusiasm regarding the subject matter and students.	Teacher candidate conveys enthusiasm regarding the subject matter and students.	Teacher candidate conveys enthusiasm and passion regarding the subject matter and students.
18.	Teacher candidate does not use instructional time to promote student learning.	Teacher candidate attempts to use instructional time to promote student learning.	Teacher candidate uses instructional time to promote student learning.	Teacher candidate uses instructional time to maximize student learning.
19.	Students are not engaged in the lesson.	Students are somewhat engaged in the lesson.	Students are actively engaged in the lesson.	Students are actively and enthusiastically engaged in the lesson.
20.	Teacher candidate does not offer opportunities for students to demonstrate higher-level thinking.	Teacher candidate attempts to offer opportunities for students to demonstrate higher-level thinking.	Teacher candidate offers opportunities for students to demonstrate higher-level thinking.	Teacher candidate consistently offers rich opportunities for students to demonstrate higher-level thinking.
21.	Teacher candidate does not use ongoing assessment practices to guide instruction throughout the lesson.	Teacher candidate attempts to use ongoing assessment practices to guide instruction throughout the lesson.	Teacher candidate uses ongoing assessment practices to guide instruction throughout the lesson.	Teacher candidate uses ongoing assessment practices in sophisticated ways to guide instruction throughout the lesson.

22.	Ending of lesson does not provide productive closure that assesses the degree to which the students have met the objectives of the lesson.	Ending of lesson attempts to provide productive closure that somewhat assesses the degree to which the students have met the objectives of the lesson.	Ending of lesson provides productive closure that assesses the degree to which the students have met the objectives of the lesson.	Ending of lesson provides productive closure that fully assesses the degree to which the students have met the objectives of the lesson.
23.	Teacher candidate unsuccessfully employs cooperative learning.	Teacher candidate attempts to employ cooperative learning in a meaningful way.	Teacher candidate employs cooperative learning in a meaningful way.	Teacher candidate employs cooperative learning in a creative and productive way.
24.	Teacher candidate fails to integrate authentic, real-world and/or interdisciplinary activities to enhance learning.	Teacher candidate attempts to integrate authentic, real-world and/or interdisciplinary activities to enhance learning.	Teacher candidate integrates authentic, real-world and/or interdisciplinary activities to enhance learning.	Teacher candidate creatively integrates authentic, real-world and/or interdisciplinary activities to enhance learning in a sophisticated way.
25.	Teacher candidate does not deliver instruction in a way that meets the planned objectives.	Teacher candidate delivers instruction in a way that attempts to meet the planned objectives.	Teacher candidate delivers instruction in a way that meets the planned objectives.	Teacher candidate delivers instructions in a way that enriches and enhances the planned objectives.

**Professional Responsibilities**

	Ineffective	Developing	Effective	Highly Effective
26.	Teacher candidate does not seek input in lesson planning and does not incorporate suggestions into instruction.	Teacher candidate sometimes seeks input in lesson planning and sometimes incorporates suggestions into instruction.	Teacher candidate seeks input in lesson planning and incorporates suggestions into instruction.	Teacher candidate actively seeks input in lesson planning and incorporates suggestions into instruction in creative and sophisticated ways.
27.	The candidate arrives late and unprepared. The candidate's attire is not professional.	The candidate usually arrives on time and is sometimes prepared. The candidate's attire is somewhat professional.	The candidate arrives on time, prepared to teach and dressed in a professional manner.	The candidate always arrives on time, prepared to teach and dressed in a professional manner that demonstrates respect for self and others.
28.	Teacher candidate is not open to constructive feedback and does not demonstrate critical reflection on own teaching.	Teacher candidate is somewhat open to constructive feedback and attempts to reflect critically on own teaching.	Teacher candidate is open to constructive feedback and demonstrates critical reflection on own teaching.	Teacher candidate actively seeks constructive feedback and reflects critically on own teaching with exceptional insight in order to inform future practice.