Sample Lesson Observation Rubrics/Checklists-P-12 Teacher Education

TESOL Standard Alignment	Hunter College, CUNY TESOL Program Observation Rubric
	PLANNING AND PREPARATION
	How do candidate plans make connections between students' backgrounds and the content being taught?
	Skill in Planning for Content Instruction
3.a.1	This lesson plan fits into a series of connected content lessons that span at least 3 days and drive towards a clear content understanding
3.a.1	The lesson plan specifies a clear content objective (Literature, Math, Science, Social Studies, etc) separate from the language skill
3.a.5	Content objective is appropriately challenging for the developmental and skill levels of students
1.a.1	Background knowledge needed to make sense of content is provided, if needed, e.g. through visuals
2.g	Content activities make connections to students' assets: language, culture, previous learning
3.a.3	Content materials and tasks are differentiated to ensure students at all proficiency levels can participate in the learning activities, including challenging advanced/gifted students and modifying materials
3.a.5	Planned assessments are designed to capture student learning as related to stated content objective
	How do candidate plans build on each other and make connections between the target language function and content to support students' English language development?
	Skill in Planning for Language Instruction
3.a.5	This lesson plan fits into a series of connected language lessons that span at least 3 days and drive towards a single language function
3.b	The lesson plan specifies a clear language objective which includes but is not limited to: vocabulary, modalities, grammar, functions, discourse, pragmatics, etc
3.a.1	Language objective is integrated with the content objectives
3.b	Planned language activities are clearly connected to language objectives and are structured to push student language production
3.a	Language tasks are differentiated to ensure students at all proficiency levels can participate and be challenged
3.a.3	Planned language supports/scaffolds are tied to content and language objectives, e.g. sentence starters, word banks, authentic language sources, etc.
4.a	Planned assessments designed to capture student language use as related to stated language objective
	CLASSROOM ENVIRONMENT

	How does the candidate demonstrate a positive learning environment that supports students' English language development within content-based instruction?
	Skill in Developing a Culture of Learning
1.b	Establishes and maintains consistent standards for student behavior using a variety of classroom management techniques and routines
1.b	Uses nonverbal cues and other "light touch" techniques to address distracting behavior and promote good behavior
1.b.5	Shows patience and encourages and rewards students for their persistence
3.a.2	Creates a positive social community in which students feel comfortable taking risks with language and learning
1.b.3	Welcomes ELLs to use their native language as appropriate to the learning goals and to share their cultural knowledge
	INSTRUCTION & ASSESSMENT
	How does the candidate actively engage students in developing English language proficiency within content-based instruction?
	Skill in Teaching ESOL
1.a.4	Candidate communicates accurately in spoken and written English
3.a.3	Candidate modifies speech to ensure comprehensibility to ELLs, e.g. through clear and deliberate enunciation, providing wait time, native language assistance, text or visual aids.
3.b	Candidate paces lesson effectively to maximize instructional time
3.b	Candidate poses a range of questions from lower to higher-order (as appropriate for language proficiency and cognitive level)
3.b.5	Students are prompted to elaborate on their responses to questions (as appropriate for language proficiency)
3.b.2	Students spend most of the lesson time engaged in practicing the target language
	What type of feedback does the candidate provide to students on their strengths and areas for improvement?
	Skill in Assessment
4.c.4	The teacher uses modeling and visual exemplars to make the expectation of high-quality work clear to students
4.b.3	Students are given a number of opportunities to show the candidate if they have understood information and instructions
3.b	Candidate provides feedback on errors as well as on strengths
3.b	Candidate tells students what to do next with the feedback they have received
4.c.2	Candidate exits the lesson with data on student language and content learning, e.g. exit tickets, written work, candidate notes taken, rubrics completed
	PROFESSIONAL RESPONSIBILITIES
	Commitment to Teaching and Professionalism

5.b.2	Candidate provides the supervisor the lesson plan by the pre-observation deadline
5.b.2	Candidate incorporates pre-observation feedback
5.b.2	In post-conference, candidate reflects on lesson and accepts suggestions for growth thoughtfully and constructively
4.a.1	Candidate analyzes and uses assessment/student work data to identify next steps in instruction
5.b.2	Candidate shows willingness and ability to propose ideas for investigating/developing further knowledge in areas identified as needing development.
4.a.5	Candidate maintains clear records on the achievement of ELL students