

## PNC Universal Lesson Observation Rubric: Elementary Education Program

This rubric is used to assess a candidate's teaching performance across subject areas and disciplines in an elementary education setting.

Lesson Observation Criteria	Performance Ratings			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Learner Development &amp; Learning</b>  <b>InTASC 1</b> <b>ACEI 1</b>	Displays no knowledge of how children learn and develop. The lesson does not provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays some knowledge of how children learn and develop. The lesson provides limited learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays good understanding of how children learn and develop. Appropriate learning activities are selected to support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays comprehensive understanding of how children learn and develop. Is skillful to use various learning activities to support learners' physical, social, emotional, intellectual, linguistic and personal development.
<b>Knowledge of Learners</b>  <b>InTASC 1</b> <b>ACEI 1</b>	Displays minimal, stereotypical or irrelevant knowledge of how learner characteristics (e.g., developmental level, academic learning needs and interests, culture, abilities/disabilities) affect learning. Learners' prior knowledge is not considered.	Displays some knowledge of how learner characteristics affect learning. Demonstrates awareness of learners' prior knowledge but is not able to connect teaching with learners' prior knowledge.	Displays good understanding of how learner characteristics affect learning. Learners' prior knowledge and characteristics that may affect learning are considered during instruction.	Displays comprehensive understanding of how learner characteristics affect learning. Specific and relevant information of learners' prior knowledge and learner characteristics is provided and used to implement learning activities throughout the lesson.
<b>Differentiated Instruction</b>  <b>InTASC 2</b> <b>ACEI 3.2</b>	Provides no instructional adaptation for individual learner needs.	Provides some instructional adaptation. Provides limited opportunities for diverse learners to actively engage in learning.	Provides appropriate instructional adaptation for a particular classroom setting. The adaptation of instruction is realistic and appropriate.	Provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective. Diverse learners have opportunities to actively engage in various learning activities.
<b>Motivation &amp; Learning Environment</b>  <b>InTASC 3</b> <b>ACEI 3.4</b>	Displays no knowledge of learning motivation principles and/or theories. Is not able to create a learning environment that encourages learners' positive social interaction, active engagement in learning, and self-motivation.	Displays limited knowledge of learning motivation principles and/or theories. Is able to encourage some learners' positive social interaction, active engagement in learning, and/or self-motivation in part of the lesson.	Displays good understanding of learning motivation principles and/or theories. Is able to create a positive learning environment that encourages most learners' positive social interaction, active engagement in learning & self-motivation.	Displays comprehensive understanding of learning motivation principles and/or theories. A positive a learning environment is created to encourage learners' positive social interaction, active engagement in learning, and self-motivation throughout the lesson.

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<b>Classroom Management</b>  <b>InTASC 3</b> <b>ACEI 3.4</b>	Provides no or ineffective classroom management strategies (i.e., inappropriate setting for a particular learning activity, weak time management, etc.)	Uses classroom management strategies to promote learning and learner interaction but some are ineffective.	Most classroom management strategies are effective. Is able to redirect distracted learners back to learning activities and handle learners' misbehaviors appropriately.	All components of the Proficient Level. Consistently uses of a range of classroom management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
<b>Subject Matter</b>  <b>InTASC 4</b> <b>ACEI 2.1-2.7 (select the appropriate content standard)</b>	Displays no or little knowledge of the central concepts, tools of inquiry, and/or structure of the disciplines. Addresses content inaccurately with limited information of subject content. Asks few or irrelevant questions.	Displays limited knowledge of the central concepts, tools of inquiry, and structure of the disciplines. Content appears to be mostly accurate and its focus shows some awareness of the big ideas and/or structure of the discipline. Asks few content relevant questions.	Displays good understanding of the central concepts, tools of inquiry, and structure of the disciplines. Demonstrates good awareness of the big ideas and/or structure of the discipline. Addresses content accurately. Asks content relevant questions and is able to guide learners to answer accurately.	Displays comprehensive understanding of the central concepts, tools of inquiry, and structure of the disciplines. Addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline. Asks good content relevant questions and is able to guide learners to answer accurately.
<b>Content Pedagogy</b>  <b>InTASC 5</b> <b>ACEI 3.1</b>	Uses no or few activities to support learner achievement of lesson objectives. Learning activities are inappropriate, ineffective and disconnected.	Learning activities support some learner achievement of lesson objectives. Some learning activities are ineffective.	Logically sequenced learning activities support learner achievement of lesson objectives. Most activities are effective. Includes warm-up, main & closing activities to promote mastery of lesson objectives.	Logically sequenced learning activities support all learners to achieve objectives. Includes meaningful, integrative, challenging, and active warm-up, main & closing activities to promote mastery of lesson objectives.
<b>Resources</b>  <b>InTASC 5</b> <b>ACEI 3.1</b>	Demonstrates heavy reliance on textbook. Technology is not used or inappropriately used.	Uses limited resources to support learner learning. Technology is used but makes little contribution to learning.	Uses appropriate resources to implement instruction and support learner learning. Technology makes a good contribution to learning. Most resources are aligned with learning goals.	Uses a variety of resources to support meaningful instruction and effectively support learner learning. Resources contribute to active inquiry and collaboration. Technology makes a good contribution to learning. All resources are aligned with learning goals.

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<b>Procedures: Instructional Strategies for Critical Thinking</b> InTASC 5 ACEI 3.3	No or weak instructional strategies to promote learners' development of critical thinking, problem solving, and performance skills.	Uses limited instructional strategies to promote learners' development of critical thinking skills.	Uses effective instructional strategies promote most learners' development of critical thinking, problem solving, and performance skills.	Uses a variety of effective instructional strategies to promote diverse learners' development of critical thinking, problem solving, and performance skills.
<b>Communication</b> InTASC 5 ACEI 3.5	Provides no or limited evidence of using effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	Provides some evidence of using effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	Provides sufficient evidence of using effective verbal, nonverbal, and media communication including audio-visual aids and computer-based techniques to foster active inquiry, collaboration, and supportive interaction.	All components of the Proficient Level. Demonstrates deep understanding of communication theory, language development, and how cultural and gender differences can affect communication in the classroom.
<b>Assessment (in class and after class reflection)</b> InTASC 6 ACEI 4	Provides no or limited evidence of learner performance with respect to standards/objectives. Provides no feedback. Is not able to use assessment to inform future instruction.	Provides analysis of what learners did right or wrong in relationship to identified standards/objectives. Provides some feedback. Next steps follow from the analysis are provided but uses the same, unmodified strategies.	Provides analysis that focuses on patterns of learner errors, skills, and understandings in relation to standards and learning objectives. Provides constructive feedback. Provides next steps that focus on improving learner performance through new or modified strategies.	All components of the Proficient Level. Is able to see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample.
<b>Instructional Planning</b> InTASC 7 ACEI 3.1	Lesson plan is not provided. Does not provide plan for arrangement of environment in support of learner learning.	Lesson plan is provided but with limited information. Lesson objectives are not clear and learning activities and strategies are not explained clearly.	Lesson plan is provided with sufficient information including appropriate standards, clear objectives, detailed procedures, thoughtful assessment, various resources, and a good plan for arrangement of environment.	All components of the Proficient Level. Is able to draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every learner in meeting rigorous learning goals
<b>Procedures: Introductory Activities</b> InTASC 8 ACEI 3.4	Activities do not raise learner interest and bridge new and old learning.	Activities somewhat disconnected from the objectives. Activities ineffective and uninteresting or do not bridge new and old learning.	Appropriate activities raise learner interest and bridge new and old learning. Activities connect to the objectives.	Appropriate, motivating activities effectively raise learner interest and bridge new and old learning. Activities connect to the objectives.

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<b>Procedures: Closing/Concluding Activities</b>  <b>InTASC 8 ACEI 3.4</b>	Provides no closure.	Provides closing activities but they are not well developed. Learners are not involved in the activities.	Provides closing activities that are relevant to the objective. Provides a clear opportunity to conduct a final check for understanding and most learners are actively involved.	Provides closing activities that are relevant to lesson objectives. Provides a clear opportunity to conduct a final check for understanding. All learners are actively involved.
<b>Reflection on Teaching</b>  <b>InTASC 9 ACEI 5.1</b>	Narrative is unclear, fragmented and lacks cohesiveness and specificity. Does not articulate clear self-analysis of his/her knowledge of research, content, pedagogy, and effectiveness in planning and implementing instruction as well as professional ethics and resources available for professional learning.	Narrative lacks depth in some areas and realistic balance of strengths and weaknesses. Does not provide explicit illustrations to support thoughts and feelings. Displays some evidence of the ability to self-analyze of his/her knowledge of research, content, pedagogy, and effectiveness in planning and implementing instruction as well as professional ethics and resources available for professional learning.	Narrative shows clear ability to self-analyze of his/her knowledge of research, content, pedagogy and effectiveness in planning and implementing instruction as well as professional ethics. Narrative is clear and cohesive, and shows thought and self-awareness. Demonstrates the ability to balance strengths and needs, and awareness and plans for improvement. Explicit illustrations and examples supporting his/her perception of effective teaching are presented.	Uses a variety of self-assessment and problem-solving strategies for reflection on his/her practice, its influences on learners' growth and learning, and the complex interactions between them. Able to reflect on his/her practice in light of research on teaching, professional, ethics, resources available for professional learning, and the effect of his/her professional decisions and actions on learners, families and other professionals in the learning community.
<b>Collaboration</b>  <b>InTASC 10 ACEI 3.5</b>	No evidence of supporting collaboration among learners. Direct or whole-group instruction dominates learning experiences.	Limited collaboration opportunity among learners. Collaborative learning allows only a few learners to develop teamwork and communication skills.	Provides evidence of appropriate collaboration among learners. Most learners are involved in teamwork and have an opportunity to develop communication skills. The collaborative learning extends learners' understanding of subject matter.	Learning activities foster active inquiry, collaboration and supportive interaction among learners. All learners are involved in teamwork and have an opportunity to develop communication skills. The collaborative learning extends learners' understanding of subject matter.