

**King's College Secondary English Teacher Candidate Observation Rubric**  
**Aligned with NCTE Standards and INTASC Principles**

Teacher Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Title: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Rating scale: 1=unsatisfactory (i.e, non of the criteria were met), 2=satisfactory (i.e, some of the criteria were met), 3=superior (i.e, most of the criteria were met), 4=exemplary (i.e, all of the criteria were met), NA=not applicable (circle one)

(See grading rubric Appendix Student Teaching Handbook for criteria)

<b><u>I. Efficient Use of Instructional Time</u></b>	<b><u>Rating</u></b>	<b><u>Comments</u></b>
<b>a. Appropriate goals and objectives were set</b> (INTASC 1,2,7, NCTE 4.2)	1 2 3 4 or NA	
<b>b. Lesson was well paced</b> (INTASC 2, NCTE 4.2)	1 2 3 4 or NA	
<b>c. Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively</b> (INTASC 2,5, NCTE 4.2, 4.10)	1 2 3 4 or NA	
<b><u>II. Instruction</u></b>		
<b>d. Attention gained</b> (INTASC 1,2,4, NCTE 2.1)	1 2 3 4 or NA	
<b>e. Previous knowledge recalled</b> (INTASC 2,4, NCTE 2.1)	1 2 3 4 or NA	
<b>f. Purpose/Objective of the lesson made clear</b> (INTASC 1,4, NCTE 2.1, 4.2)	1 2 3 4 or NA	
<b>g. Teacher Input Provided</b> (INTASC 6, NCTE 3.1-3.6)	1 2 3 4 or NA	
<b>h. Teacher guided practice was adequate and appropriate</b> (INTASC 2,4, NCTE 2.6)	1 2 3 4 or NA	
<b>i. Repetition of key concepts occurred throughout the lesson</b> (INTASC 2,4)	1 2 3 4 or NA	

*(See reverse side)*

<b>j. A variety of instructional materials were used to actively engage the students.</b> (INTASC 2,3,4,6, NCTE 2.2, 4.1, 4.3)	1 2 3 4 or NA
<b>k. All of the students were actively engaged in the learning throughout the lesson.</b> (INTASC 2,4, NCTE 4.2,4.4)	1 2 3 4 or NA
<b>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives.</b> (INTASC 4, NCTE 2.4, 4.5, 4.7) Open-ended questions were used, diverse perspectives were explored.	1 2 3 4 or NA
<b>m. Higher order thinking skills were used.</b> (INTASC 4, NCTE 2.4, 4.6, 4.9)	1 2 3 4 or NA
<b>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided.</b> (INTASC 8, NCTE 3.3, 4.8)	1 2 3 4 or NA
<b>o. The lesson ended with closure/review that focused on the main objectives of the lesson.</b> (INTASC 3,4) The students were able to summarize the learning rather than the student teacher having to do this for them.	1 2 3 4 or NA
<b>p. Variety of teaching methods/instructional strategies were used to reach different types of learners.</b> (INTASC 2,4,8, NCTE 3.7, 4.2) e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.	1 2 3 4 or NA
<b>q. Interdisciplinary &amp; varied cultural perspectives were integrated into the lesson</b> (INTASC 1,2,3,7, NCTE 2.5, 4.3)	1 2 3 4 or NA
<b>r. Inclusion of special needs student occurred.</b> (INTASC 2,3, NCTE 4.4)	1 2 3 4 or NA
<b>s. Individual differences were addressed.</b> (INTASC 2,3,5, NCTE 4.4)	1 2 3 4 or NA
<b>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students.</b> (INTASC 2,3, NCTE 4.4)	1 2 3 4 or NA
<b>u. Diversity issues were addressed in an appropriate manner.</b> (INTASC 2,3,6,10, NCTE 2.2, 4.4)	1 2 3 4 or NA
<b>III. Personal and Professional Characteristics</b>	

<b>v. Displayed Enthusiasm.</b> (INTASC 1,6)	1 2 3 4 or NA
<b>w. Exhibited Confidence.</b> (INTASC 1)	1 2 3 4 or NA
<b>x. Displayed empathy.</b> (INTASC 5,9,10)	1 2 3 4 or NA
<b>y. Spoke and acted in a professional manner.</b> (INTASC 9,10)	1 2 3 4 or NA

(Adopted from the King's College Interactive Lesson Planner found online:

<http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & Purdue University's guide to their teaching observation form )

### NCTE Addendum –

	Rating	Comments
NCTE 2.6 Engage their students in activities that demonstrate the role of arts and humanities in learning	1 2 3 4 or NA	
NCTE 3.1 Demonstrate knowledge of, and skills in the use of, the English language.	1 2 3 4 or NA	
NCTE 3.2 Demonstrate knowledge of the practices of oral, visual and written literacy.	1 2 3 4 or NA	
NCTE 3.3 Demonstrate their knowledge of reading processes.	1 2 3 4 or NA	
NCTE 3.4 Demonstrate knowledge of different composing processes.	1 2 3 4 or NA	

NCTE 3.5 Demonstrate knowledge of, and uses for, an extensive range of literature.	1 2 3 4 or NA	
NCTE 3.6 Demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	1 2 3 4 or NA	
NCTE 3.7 Demonstrate knowledge of research theory and findings in English language arts.	1 2 3 4 or NA	
NCTE 4.9 Demonstrate that their students can select reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	1 2 3 4 or NA	