

King's College Secondary Math Teacher Candidate Observation Rubric
Aligned with NCTM 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)

<u>I. Efficient Use of Instructional Time</u>	<u>Rating</u>	<u>Comments</u>
a. Appropriate goals and objectives were set (INTASC 1,2,7)	1 2 3 4 or NA	
b. Lesson was well paced (INTASC 2)	1 2 3 4 or NA	
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 (INTASC 2,5)	1 2 3 4 or NA	
<u>II. Instruction</u>		
d. Attention gained (INTASC 1,2,4)	1 2 3 4 or NA	
e. Previous knowledge recalled (INTASC 2,4)	1 2 3 4 or NA	
f. Purpose/Objective of the lesson made clear (INTASC 1,4)	1 2 3 4 or NA	
g. Teacher Input Provided (INTASC 6)	1 2 3 4 or NA	
h. Teacher guided practice was adequate and appropriate (INTASC 2,4)	1 2 3 4 or NA	
i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4)	1 2 3 4 or NA	

(See reverse side)

j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6)	1 2 3 4 or NA
k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4)	1 2 3 4 or NA
l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4) Open-ended questions were used, diverse perspectives were explored.	1 2 3 4 or NA
m. Higher order thinking skills were used. (INTASC 4)	1 2 3 4 or NA
n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8)	1 2 3 4 or NA
o. The lesson ended with closure/review that focused on the main objectives of the lesson. (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
p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8) 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
q. Relevant subject areas & “real world” problems were integrated into the lesson. (INTASC 1,2,3,7)	1 2 3 4 or NA
r. Inclusion of special needs student occurred. (INTASC 2,3)	1 2 3 4 or NA
s. Individual differences were addressed. (INTASC 2,3,5)	1 2 3 4 or NA
t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3)	1 2 3 4 or NA
u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10)	1 2 3 4 or NA
III. Personal and Professional Characteristics	
v. Displayed Enthusiasm. (INTASC 1,6)	1 2 3 4 or NA
w. Exhibited Confidence. (INTASC 1)	1 2 3 4 or NA

x. Displayed empathy. (INTASC 5,9,10)	1 2 3 4 or NA	
y. Spoke and acted in a professional manner. (INTASC 9,10)	1 2 3 4 or NA	
z. Used varied representations of mathematical ideas to support and deepen students' mathematical understanding	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)