Teacher Observation Standards Rubric- Assessment Tool

Sl. No	Level/ Criteria	Excellent	Very good	Good	Satisfactory	Needs improvement
1	Lesson Template	All components of lesson plan including targeted learning objectives are clearly defined. Reflects all important concepts. Prerequisites are well accommodated. Interdisciplinary connections Clear and accurate class room interaction procedures. Self explanatory to a great extent	All most all components of lesson plan are clearly defined. Reflects all most all important concepts. Prerequisites are accommodated. Attempted for Interdisciplinary connections Clear Class room interaction procedures . Self explanatory	Some components of lesson plan need improvement. Reflects the essential concepts P prerequisites accommodated. More class room interaction procedures are given , but not clear self explanatory to a some extent level.	Some components of the lesson plan need improvement. Pre-requisites included are not properly accommodated. The strategies adopted needs improvement Not self explanatory	Teacher makes content errors. Teacher does not consider prerequisite relationships Teacher plans to use inappropriate strategies Most of the components were not properly defined
2	Set Induction (introduction of the lesson	Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction	Sets a suitable environment Intellectual curiosity is aroused. Pre-requisites are checked Interesting and relevant introduction	Sets a suitable environment Only a few Pre-requisites refreshed. Interesting Sets a satisfactory environments	Introduction does not suit to the lesson Prerequisites were not appropriate Learning environment needs improvement.	Introduction to the lesson is not at all appropriate Prerequisites not at all considered

3	Development of the Lesson	Sets a conducive environment Intellectual curiosity of the child is very well aroused. Very well refreshes the pre-requisites needed. Very interesting and most relevant introduction Uses very appropriate learning experiences Eliciting student responses to carry/drive the lesson forward Encouraging student enquiry by asking thought provoking open ended questions (brainstorming). Asking multi-level (lower, middle/higher order) questions. Providing scaffolds in constructing knowledge. Providing real world problem based learning environment. Creating situations for the development of values. Focusing on knowledge	Goals were set and defined. Sequenced the content through elaborating student initiated responses. skilled in directing and/supervising learner activities. Creates and sustains interest among students throughout the class. Uses reinforcers (both positive and negative) for recognition and approval. Skilled in identifying learner needs and learning difficulties. . Uses appropriate learning experiences Tries to elicit student responses to carry/drive the lesson forward Asking thought provoking open ended questions. Students are encouraged to construct/generate knowledge. Providing life related problems.	Tries to sequence the content through elaborating student initiated responses. Directing and/supervising learner activities. develops interest among students . Uses reinforcers (both positive and negative) for recognition and approval. Identifies learner needs and learning difficulties. Sets a satisfactory environments Learning experience provided needs improvement Teacher tries to elicit knowledge. Asking different types of question Chances for construction/generation of knowledge. Offers some accommodation to support different levels of learners.	Student initiated responses for developing the content needs improvement Involvement in learner activities is essential. More reinforcers (both positive and negative)are required for recognition and approval. . Learning environment needs improvement. Learning experience provided not at all appropriate. Teacher domination in learning activities Questions asked are not serving the purpose Offers minimum accommodation to support different levels of learners. .	Students not participated in content development. No reinforcement(both positive and negative) Teacher does not recognise the role of student in teaching learning process Learning environment developed is not suitable to the lesson Learning experience needs change No student participation Only a very few questions were asked. Most of the questions asked are leading . .

		construction/generation. Relates present learning with previous and future learning.(opportunity for applying knowledge) Accommodation to support different levels of learners.	Tries to individualise instruction. Accommodation to support different levels of learners.	.		
4	Learning Experiences (Activities)	Life related to the maximum, variety of activities used, interesting Relevant Child friendly Participatory Satisfying all levels of learners Adequate number of activities	Life related Variety of activities were included, interesting Participatory Considered the different levels of learners Adequate number of activities included	Life related Participation of some learners, interesting to some extent Satisfies some learners only Minimum number of activities were included	Not directly related to life Minimum activities used Does not consider the different levels of learners	Not related to life Activities used are not appropriate and child friendly
5	Learner Involvement	Learners are actively constructing relationships and create metaphors. Learners are actively engaged in dialogue both with the teacher and one another. Learner autonomy and initiative is well appreciated.	Learners are constructing relationships and create metaphors. Encourages learners to engage in dialogue both with the teacher and one another. Learner autonomy and initiative are good.	Learners are actively constructing relationships and create metaphors. Learners are engaged in dialogue both with the teacher and one another. Encourage and accept learner autonomy	More Learners involvement in constructing knowledge is expected. Learners are expected to have more dialogue both with the teacher and one another	No learner involvement in knowledge construction. Teacher-learner interaction and learner-learner interaction is very poor

		All learners are participating in the teaching learning process		andinitiative.		
6	Use of Audio-Visual Aids & Technology Integration	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of higher level thinking skills. Writings in the Board – well planned, neat and legible. Technology is integrated to the success of the lesson plan A clear relationship between use of technology and student learning Selects and uses appropriate audio-visual aids.	Proposed technology use is engaging, age appropriate, beneficial to learning and supportive of certain higher level thinking skills. Writings were planned Selects and uses appropriate audio-visual aids.	Proposed technology use is engaging and, age appropriate, but not clear how it enhances student learning Selects and uses appropriate audio-visual aids some times. Black board was used to the minimum	Proposed technology use is age appropriate and Audio visual aids are used to the minimum	Proposed technology use is not engaging, not age appropriate, not beneficial to learning and not at allsupportive of certain higher level thinking skills. No use of Audio visual aids .
7	Mastery of the subject matter	Clear understanding of the objectives and how it to be delivered. Current research and data includes in the lesson. Thorough and deep content knowledge Knowledge of accurate	Clear understanding of the objectives and how it to be delivered Deep content knowledge Necessary content is known to the teacher Content knowledge is accurate	Content knowledge is the minimum Knowledge of supplementary materials to some extent level	More content knowledge is a must Knowledge of supplementary materials to minimum	Teacher is not clear about the objectives and how to deliver it. Poor content knowledge Teacher makes errors in content

		and updated content Vast knowledge of the supplementary materials.	Necessary supplementary materials were clear to the teacher			
8	Class Management	Develops good rapport with learners Names of all learners are known to the teacher Deals with misconduct very effectively Learners are self disciplined. Recognises attending and non attending behaviours Keeps learners in eye span Learners do group works very systematic	Teacher has a command on students Calls pupils/groups by their names Stops misconduct Learners acts according to the direction of teachers. Learners acts according to the direction of the teacher Learner Manages group activities.	Teacher doesn't give much importance to discipline Learners are restless during group work	Learners are not at all disciplined Difficult to control in group work	Learners are wandering/playing in the class Learners are forced to do group work Teacher punishes for their misbehave
9	Closure of the Lesson	Summarised the lesson with respect to each learning point effectively Provides situations for reflective practice after each class. Provides appropriate feedback. Provides remedial measures daily. Provides enrichment activities for reinforcing the constructed knowledge.	Reviews major points in the lesson Provide reflective practice as a means of evaluation Provides remedial measures on alternate days	Repeats the main points of the lesson After each class student is advised to reflect on the class.	Summarises some points of the lesson Teacher does not insist on reflection	No review of the content is done Reflection is not a matter of the teacher

10	Assessment and evaluation	Questions for authentic assessment of all targeted objectives are included A clear relationship is evident between learning objectives and assessment of learning. Assessment tools contain topic specific criteria to serve as a helpful scaffold for learners Provision for formative evaluation through out the session	Questions for authentic assessment of all most all targeted objectives are included A clear relationship is evident between learning objectives and assessment of learning. Assessment tools contain majority topic specific criteria to serve as a helpful scaffold for learners Provision for formative evaluation to a greater extent	Questions for authentic assessment of some targeted objectives are included A clear relationship is evident between some learning objectives and assessment of learning. Assessment tools contain some topic specific criteria to serve as a helpful scaffold for learners Provision for formative evaluation to some extent	Questions for authentic assessment of few targeted objectives are included A clear relationship is evident between few learning objectives and assessment of learning. Assessment tools contain few topic specific criteria to serve as a helpful scaffold for learners Minimum provision for formative evaluation	Questions for authentic assessment of all targeted objectives are not included No clear relationship is evident between learning objectives and assessment of learning. Assessment tools do not contain topic specific criteria to serve as a helpful scaffold for learners No provision for formative evaluation .