



TOOL CARD
Lesson observation rubric

Objectives	<ol style="list-style-type: none"> 1. to have a tool for teacher actions reflection 2. to define standards of good teaching 3. to be able to track teachers' progress
Target	Teachers, school leadership
When	Lesson observations - perfect tool for reflection
Methodology and timing	<ol style="list-style-type: none"> 1. During observation, the observer tracks evidence of individual teacher actions (and childrens' reactions) [whole lesson] 2. During lesson reflection, both teacher and observer go through all teacher actions and try to categorize them pursuant to the rubric. Observer and teacher debate each specifically but also look at the whole picture. [aprox. 1 hour] 3. It is important to specifically highlight which teacher actions were of greatest quality and which require more support. [10'] 4. After the reflection, make sure to record teacher's scores and next steps to be made. [10'] 5. Track teacher's progress regularly

Teacher Action	Beginning Proficiency	Advanced Proficiency	Exemplary Proficiency
I can backwards-plan effective lessons <i>TAL P3 Create rigorous, objective-driven lesson plans</i>	The objective is measurable and achievable . Key points are accurately and appropriately derived from the objective. Components of the lesson generally align to the objective, to the key points, and to the lesson assessment.	The objective is measurable, achievable and relevant to the vision/student development . Key points are accurately and appropriately derived from the objective. All components of the lesson align to the objective, to the key points, and to the lesson assessment.	The objective is SMART (specific, measurable, achievable, relevant to the vision/student development) . Key points are accurately and appropriately derived from the objective. All components of the lesson align to the objective, to the key points, and to the lesson assessment, while purposefully and efficiently building upon one another .
	Designs activities that technically align with the steps of the lesson cycle.	Designs activities that align with and accomplish the purpose behind the steps of the lesson cycle.	Designs innovative, student centered activities that align with the principles of effective lesson planning (e.g. activates prior knowledge, articulates key ideas, anticipates misunderstandings, infuses scaffolded student practice, assesses understanding) and effectively and efficiently lead to student mastery.
	The lesson is designed so that it can be completed in time available .	The lesson is designed so that timing supports learning .	The lesson is designed so that the lessons' pacing is feasible and supports students in mastering the objectives but also allows for real-time adjustment .
Teacher Action	Beginning Proficiency	Advanced Proficiency	Exemplary Proficiency
I can deliver effective lessons <i>TAL E1 Clearly present academic content</i>	Explanations are logical, coherent and correct.	Explanations are logical, coherent and correct with a focus on key ideas .	Explanations are logical, coherent and correct and are conveyed in a focused, meaningful and memorable way that illuminates key ideas .
	Maintains adequate tone, pace, volume, poise and body language well enough to capture the attention and interest of more than half of the students in a classroom.	Maintains effective tone, pace, volume, poise and body language well enough to command the attention and interest of almost all of the students in a classroom.	Maintains persuasive and compelling tone, pace, volume, poise and body language well enough to captivate all students in a classroom.

Advices	<ol style="list-style-type: none"> 1. Make sure everyone is on the same page on the content of the rubric 2. Gather and provide evidence for every claim 3. Use the rubric to set expectations and next steps for the teachers both individually but also as a way to set standard expectations on teachers at your school (eg every teacher needs to gain BP in every single category 2 times a school year minimum etc)
Sources	http://www.teachingasleadership.org/sites/default/files/TAL.Comprehensive.Rubric.FINAL.pdf http://teachingasleadership.org/sites/default/files/About%20the%20Teaching%20As%20Leadership%20Rubric.pdf
Proposed by	Teach for Armenia