

**Educational Leadership Development Academy
School Leadership Program
Admissions Instructional Observation Rubric**

Below Standards 1-3 points	Meets Standards 4-7 points	Exceeds Standards 8-10 points
There is little or no evidence that the teacher has a clear purpose for the lesson.	The teacher states a purpose that is made clear to the participants (adults or students)	There is a clear and worthwhile purpose which is made clear throughout the lesson to the participants (adults or students)
There is little or no evidence that the students are engaged in the lesson.	The teacher engages the students during much of the lesson in order to achieve the purpose of the lesson	The students are actively engaged in the entire lesson
There is little or no evidence that the teacher is building knowledge during the lesson	The teacher builds some knowledge during the lesson through scaffolding and dialogue.	The students clearly exhibit behavior that shows evidence of the knowledge gained through dialogue and response
There is little or no evidence of "TO" "WITH" and "BY" within some part of the lesson	There is some evidence of "TO" "WITH" and "BY" within some part of the lesson	There is clear evidence of "TO" "WITH" and "BY" with the amount of each determined by needs of students in order to achieve goals
There is little or no evidence that the teacher uses a combination of pedagogical strategies to enable the students to attain skills	There is some evidence that the teacher uses some pedagogical strategies to enable the students to be knowledgeable and involved	There is evidence that the teacher uses a combination of pedagogical strategies enabling students to attain skills
There is little or no evidence that the teacher has enabled students to be successfully independent	There is some evidence that the teacher strengthened skills enabling students to be independent	The teacher has enabled students to be independent as demonstrated by their strengths
There is little or no balance between teacher talk and student talk	There is some balance between teacher talk and student talk	There is a balance between teacher talk and student talk
There is little or no evidence of the teacher building on the prior experiences and the knowledge of the students	There is some evidence of the teacher building on the prior experiences and the knowledge of the students	There is clear evidence of the teacher building on the prior experiences and the knowledge of the students
The teacher does not check for understanding	The teacher does sporadic checking for understanding while students are working	The teacher continually checks for understanding and clarity

Date _____

Applicant _____

Rater _____

Score__ (total divided by 9) _____

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Essential Elements

- There is a clear and worthwhile purpose for the lesson which is made clear to the participants (adults or children)
- There is engagement of the students in order to achieve the purpose
- There is evidence that the teacher is building knowledge through scaffolding, dialogue and clarifying responses
- There is evidence of the “To, With, and By” within some part of the lesson
- There is a combination of pedagogical strategies used but the teacher to enable the students to be knowledgeable and involved
- There is evidence that the leader has the ability to enable the students to be independent learners
- There is a balance of teacher talk and student talk
- There is evidence of the teacher building on prior experiences and or knowledge of the students
- The teacher is circulating to check for understanding while students are working
- The teachers uses voice, diction, and emphasis to motivate students to be involved in learning
- What is your “gut” opinion of the teacher?

Applicant_____

Rater_____