LESSON PLAN AND TEACHING EVALUATION RUBRIC

PLANNING AND PREPARATION				
Indicators	**Beginning (1)**	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
1. Lesson plan is aligned with Common Core Math Standards, New York State Code of Ethics for Educators, InTASC Model Core Teaching Standards, and other relevant standards.	The lesson plan omits or does not reflect relevant standards; including Common Core content and standards for mathematical practice.	The lesson plan reflects relevant standards. However, the standards may not be clearly aligned with learning objectives and activities.	The lesson plan reflects content and Common Core mathematics standards, all of which are closely aligned with learning objectives and activities.	The lesson plan is aligned to more than one of the Common Core standards. Planned learning goals and activities target deeper student learning beyond the standards level.
2. Lesson content and goals demonstrate teacher candidate's knowledge of content, mathematical practice, research and key pedagogical approaches.	Learning goals are not clearly formulated, do not address concepts and content central to the discipline, plan does not reflect knowledge of content, and pedagogical approaches.	Learning goals are generally aligned with the topic of the lesson being taught, but may not adequately target relevant conceptual understandings or incorporate inquiry approach and class discussion.	Learning goals relate to concepts and content that are central to the discipline. The lesson plan itself employs appropriate modes of inquiry and class discussion to develop student understanding.	Learning goals reflect a sophisticated understanding of content, pedagogical content knowledge, and research; Learning goals are clearly related to central disciplinary concepts and essential questions;
3. Learning objectives are developmentally appropriate, and grounded in assessment of students' prior knowledge, skills, and interests.	The lesson plan is not developmentally appropriate, asks students to apply knowledge and skills that the class (or individual	The plan is developmentally appropriate; it reflects an awareness that students may not have the necessary preliminary knowledge and skills, but may not effectively	The lesson plan is developmentally appropriate, anticipates and effectively responds to common gaps in academic knowledge and skills; it	The lesson plan assesses student academic knowledge and skills and includes well-reasoned planned responses to expected individual needs; it enables students to build on their experiences and previous

New York City College of Technology
March 15, 2017

	students) can't reasonably be expected to possess, fails to take in account student experiences, and/or previous knowledge.	meet individual student needs; and it may miss opportunities to build on student experiences and previous knowledge.	takes advantage of student experiences as resource; and uses previous knowledge and interests to motivate and extend learning.	knowledge; and effectively addresses misconceptions.
4. Lesson plan demonstrate a coherent sequence of learning tasks that build on each other and variety of strategies to support student conceptual understanding, procedural fluency, mathematical reasoning and problem solving, and provide opportunity for making connections.	Lesson plan does not demonstrate a coherent sequence of learning tasks that build upon one another.	Lesson plan demonstrate a coherent sequence of learning tasks but they fail to build on each other well to support student conceptual understanding.	Lesson plan demonstrate a coherent sequence of learning tasks that build on each other and variety of strategies to support student conceptual understanding, procedural fluency, mathematical reasoning and problem solving,	Lesson plan demonstrate a coherent sequence of learning tasks that build on each other variety of strategies to support student conceptual understanding, and comprehensively address the objectives. The activities are engaging for students and provide opportunity for making connections.
5. Lesson plan has build-in opportunities for students for mathematical communication, and support for students to acquire vocabulary, and to meet the needs of students with different levels of language learning.	Lesson plan does not plan for opportunities for mathematical communication and does not provide students with support relevant to the language demand in the lesson.	Lesson plan has limited opportunities for mathematical communication. The lesson plan considers language demand, but may not provide enough language support during the lesson.	Lesson plan has adequate opportunities for mathematical communication. Lesson provides students with the opportunity to acquire disciplinary vocabulary, develop academic language functions, syntax and discourse.	Lesson plan has multiple opportunities for mathematical communication, where students are encouraged to express varied perspectives, and critique each other's reasoning. Lesson has build-in language support designed to meet the needs of students with different levels of language learning.
6. Plan includes appropriate assessments, which are strategically designed to monitor and support student learning (conceptual understanding, procedural fluency, and the development of mathematical reasoning and problem solving skills).	Lesson plan does not include assessments, or assessments are included, but are not appropriate to assess whether the learning goals are met or can only produce evidence of	Lesson plan includes assessment(s). However, they are not effectively implemented and/or well aligned with learning goals OR provide limited opportunity to monitor students conceptual understanding, procedural	Assessments are aligned with learning goals and provide multiple opportunities to monitor student-learning progress (conceptual understanding, procedural fluency, problem solving) throughout the	Assessments are aligned with learning goals and provide multiple opportunities to monitor student learning progress AND assessments are strategically designed to allow individual students with special needs to demonstrate their learning.

	students' factual knowledge and procedural skills.	fluency and problem solving.	lesson.	
7. Plans for instruction and assessment include support and modifications for individual students with varied learning needs (e.g. ELL and exceptional students). 3g	Lesson plan does not include any modifications, OR planned adaptations are inappropriate for student needs.	Lesson plan includes some modifications, though these accommodations may not be appropriate or enough to address various learning needs.	Lesson plan includes modifications/differentiation that meet the specific needs of individual students.	Well-planned accommodations/differentiation in instruction and assessment are consistently provided to meet the specific needs of individual students.
8.Lesson plan incorporates appropriate instructional tools and technology to enhance learning (e.g. manipulatives, physical models, drawings, virtual environments, spreadsheets, graphing tools, interactive geometry software, calculator, CAS, etc.)	Lesson design does not incorporate instructional tools and technology OR employs technology, but does so in ways that are irrelevant to the learning goals, or that detract from instruction.	Lesson design employs basic instructional tools OR technologies, such as PowerPoint, web-based videos and documents, and/or interactive white boards, in appropriate contexts, but candidate cannot make efficient use of them.	Lesson design successfully employs basic instructional tools AND/OR technology to enhance student learning.	Lesson design either employs instructional tools and technologies in innovative ways to teach more sophisticated content or makes use of more advanced technologies, to deepen and extend learning. In some cases, the development of proficiency in using technology is integrated into content learning.

THE CLASSROOM ENVIRONMENT

Indicators	Beginning (1)	Developing (2)	Effective (3)	Distinguished (4)
9. Teacher candidate demonstrates equitable and ethical treatment of all students, builds a good rapport with them and a positive and supportive	The teacher does treat students equitably and ethically OR does not have good rapport OR does not create positive and	The candidate demonstrates respect to students AND candidate creates an environment to primarily control student behavior and lacks the	The candidate demonstrates respect to and a good rapport with students AND candidate creates a positive low-risk	The candidate demonstrates respect to and a good rapport with students AND candidate creates a positive and challenging learning environment and encourages

environment that promotes mutual respect to all and high expectations.	supportive environment.	characteristics of positive and supportive learning environment.	social environment that encourages mutual respect among students and high expectations.	mutual respect among students and high expectations.
10. Teacher candidate establishes social norms and classroom culture that support mathematical reasoning and sense-making.	There is no evidence of any attempt to promote sense-making and mathematical reasoning.	There are some attempt to promote mathematical reasoning and sense-making but these attempts and isolated.	There are consistent efforts to promote social norms and classroom culture that nurtures sense-making and mathematical reasoning.	There is evidence for strong culture of sense-making and reasoning. The candidate encourages student active participation and works towards establishing a community of mathematical inquiry.
11. Teacher creates an environment with a high proportion of student talk and a significant amount of it occurs between students.	The candidate exclusively lectures and do not encourage student talk.	The candidate encourages student talk but it is mostly to answer teacher's questions.	The candidate encourages student talk and significant proportion of student talk occurs between students.	The candidate encourages student talk and significant proportion of student talk occurs between students and students are autonomous in pursuing their own inquiry.
12. Teacher candidate establishes effective classroom management routines and procedures to optimize instructional time.	There is no evidence that the teacher candidate has established effective classroom management routines and procedures and/or that the students follow them. The teacher candidate does not manage well transitions when group work occurs. Both result in a substantial loss of instructional time.	There is some evidence that the teacher candidate has established effective classroom management routines and procedures and/or the students don't understand how to follow them. The teacher attempts to manage transitions involving group work. There is some loss of instructional time.	Effective classroom management routines and procedures have been established and students follow them with some prompting. The teacher candidate successfully manages transitions with only minimal loss of instructional time.	Classroom management routines and procedures are efficiently implemented so that the lesson flows swiftly and without interruption. In most cases, the students follow the routines without been reminded of what to do.
13. Teacher candidate monitors and responds to student behavior efficiently and appropriately.	Teacher candidate is unaware of serious behavioral issues, does not know how to respond to them, and/or makes no attempt to do so.	Teacher candidate is aware of behavioral issues and achieves some degrees of success in managing specific problems, but is not able to persuade students to consistently act	Teacher candidate responds to student behavior in ways that successfully encourage the development of appropriate classroom and social	Teacher candidate anticipates and forestalls potential behavioral problems in order to create a mutually respectful, safe and supportive learning environment.

		respectfully so as to create a supportive and safe learning environment.	norms.

INSTRUCTION

Teacher candidate engages students in developmentally appropriate mathematical activities that require active engagement in building new knowledge.

Indicators	Beginning (1)	Developing (2)	Effective (3)	Distinguished (4)
14. Teacher candidate communicates clearly and accurately.	Teacher candidate often looks down and is unable to make sustained eye contact, does not speak clearly, does not demonstrate mastery of the target language, and/or uses inappropriate language or slang.	Teacher candidate is able to understand and communicate with students, but may speak too quickly, stumble frequently, have difficulty in coherently articulating a train of thought in English or the target language, or be unable to make herself heard.	Teacher candidate uses language, body language, target language (where applicable), voice and eye contact to communicate clearly and appropriately.	Teacher candidate enunciates clearly and audibly, projects a tone of authority, employs professional language, properly interprets verbal or physical signals from students, and makes effective use of body language to communicate with students.
15. Teacher candidate uses adequate questioning, and discussion techniques to facilitate productive discussions with students.	Teacher candidate questioning is unfocused and the questions do not build upon each other sequentially and/or ask for personal opinions, rather than for clearly articulated argument. Teacher candidate does not allow for appropriate	Teacher candidate asks questions but generally cannot consistently elicit higher-level responses that generate compelling arguments and interpretations. Teacher candidate may answer his or her own question or move on to	Teacher candidate asks questions that activate prior knowledge, that incorporate higher levels of Bloom's taxonomy, that are attentive to the reasoning implicit in student responses, and that lead students to engage in argumentation targeted by Common Core standards.	Teacher candidate asks questions that display a sophisticated understanding of the ways in which she can scaffold student learning. Or, conversely, teacher candidate is able to act primarily as a facilitator and allows students to assume primary responsibility for their own learning.

	wait time, makes no effort to facilitate student discussion, or is unable to do so successfully.	another student, rather than allowing for proper wait time and/or asking follow-up questions. Teacher candidate may encourage students to answer each other's questions and/or attempt to engage students in discussion among themselves, but is not consistently successful.	Teacher candidate allows for wait time commensurate with the complexity of the questions asked and successfully encourages students to answer each other's questions and to engage in student discussion.	
16. Students are actively engaged in collaborative problem solving and though-provoking learning tasks that deepen and extend their understanding.	Students show lack of interest in and intellectual engagement with the activity AND the tasks are routine and not motivating the students AND the teacher candidate fails to involve students in collaborative problem solving.	Students are generally willing to answer questions directed at them and to complete assigned tasks. However, they are more interested in complying with teacher expectations than in engaging intellectually with the lesson content OR the tasks are routine and not motivating the students OR students are engaged in tasks that require collaborative problem solving, but that are not designed or managed so as to insure deepening and extending of their understanding.	Students are engaged in carefully structured collaborative activities that give them the opportunity for collaborative problem solving and deepening and extending of their understanding AND the tasks are stimulating and the students appear genuinely interested in them and in mastering the content.	The tasks are challenging and stimulating AND the students are productively engaged in well-designed collaborative activities that give them the opportunity for collaborative problem solving and deepening and extending of their understanding. They may have own questions that they are interested and eager to pursue.
17. Teacher candidate encourages students to seek alternative methods of mathematical explorations and problem solving, and to reflect and respond to each other's methods and ideas.	Teacher candidate insists that the students use one specific method that was presented by her and do not honor or encourage student's alternative methods.	Teacher candidate allows students to use various methods to explore a mathematical task but they do not actively encourage student's alternative methods.	Teacher candidate actively encourages students to use various methods to explore mathematical tasks and questions methods.	Teacher candidate encourages students to use various methods to explore a mathematical tasks and questions methods and promote reflection on students' alternative methods.

18. Teacher candidate helps students acquire mathematics vocabulary, attend to precision, and participate in mathematical discourse.	Teacher candidate does not pay attention at and does not help students to acquire vocabulary, mathematical precision, and participate in mathematical discourse.	Teacher candidate may help students to acquire vocabulary, but lacks attention to mathematical precision, OR does not encourage and help students to participate in mathematical discourse.	Teacher candidate take special care to help students to acquire vocabulary, continuously reinforces mathematical precision, and encourages students to participate in the mathematical discourse.	Teacher candidate take special care to help students to acquire vocabulary, continuously reinforces mathematical precision, and encourages students to participate in the mathematical discourse. Teacher candidate constantly works on students mathematical discourse, i.e. the way we "talk" in mathematics.
19. Teacher candidate uses representations to develop students understanding of concepts and procedures	Teacher candidate focuses on facts or procedures with little or no attention to mathematical concepts OR candidate uses mathematically inappropriate representations OR uses them in ways that lead to student misunderstandings	Candidate makes superficial use of representations in an attempt to help students understand math concepts and procedures.	Candidate uses representations that help students understand math concepts and procedures.	Candidate uses representations that deepen student understanding of mathematical concepts and procedures.
20. Teacher candidate provides effective feedback in ways that promote student learning.	Provided feedback is not related to objectives OR is inappropriate OR inaccurate OR no feedback is provided at all.	Feedback is too general and addresses needs(weaknesses) AND/OR strengths of student performance OR specific but addresses either needs or strengths.	Feedback is specific and addresses both strengths and needs (weaknesses) related to student performance.	Feedback is specific and addresses both strengths and needs (weaknesses) related to student performance. There is a focus on development of student self-assessment skills
21. Teacher candidate effectively implements adaptations for students with varied learning needs (e.g. ELLs, exceptional students, etc.)	Teacher candidate does not implement any modifications and/or adapts instruction in ways that are inappropriate for student needs.	Teacher candidate implements some adaptations and accommodations for ELLs and/or exceptional students, though accommodations may be generic.	Teacher candidate effectively implements planned adaptations and accommodations to instruction and assessment to meet the specific needs of at least one group of	Teacher candidate effectively implements well-reasoned adaptations and accommodations in instruction and assessment to meet the specific needs of all students.

			students.	
22. Teacher candidate uses formal and informal assessment to monitor student learning and adapt instruction.	Teacher candidate is either unaware that student responses to formal and informal assessments indicate that individuals, groups, or the entire class has failed to achieve lesson learning goals or unable to use this knowledge to adapt instruction.	Teacher candidate is aware that learning goals have not been uniformly met, but is unable to diagnose the reasons for this failure or to adapt instruction in an appropriate manner. As a result, the teacher candidate will often resort to telling the students what they should have learned.	Teacher candidate is able to determine—on the basis of student responses—why students have not met learning goals and then attempts to reteach the material by providing additional information, responding to pre- or misconceptions, and/or employing alternative instructional strategies.	Teacher candidate is able both to identify more than one reason why individuals, groups, or the entire class has failed to achieve lesson learning goals, successfully modify instruction in multiple ways, and/or teach the students themselves to diagnose the reasons why they failed to understand the original instruction.
23. Teacher candidate provides productive closure of the lesson.	The closing does not synthesize the main ides in the lesson.	The closing returns in a general way to the lesson aim, but does not require students to engage in it.	The closing asks students to summarize, synthesize, what they have learned from the lesson.	The closing connects the disciplinary concepts and lesson learning goals to material that has been previously studied or to the essential questions that structure the unit and the course.
24. Teacher candidate effectively uses instructional time.	Teacher candidate has not developed a basic sense of time management, is unable to ensure that students complete instructional activities in a timely manner, and/or loses excessive time as a result of poorly planned or managed transitions between activities.	Teacher candidate possesses a basic sense of time management, but does not close all activities in a timely manner and/or loses a small amount of instructional time between activities.	Teacher candidate is able to budget instructional time, demonstrates the ability to manage discussion and questioning to achieve instructional goals within the allotted time.	Teacher candidate is able to budget instructional time, demonstrates the ability to manage discussion and questioning to achieve instructional goals within the allotted time, and is able to smoothly transition from one activity to the next so that students remain focused and no instructional time is lost.
25. Teacher candidate demonstrates enthusiasm in teaching mathematics.	Teacher candidate appears uninterested in the lesson and/or unaware of its potential importance.	Teacher candidate conveys some enthusiasm regarding subject matter and/or students.	Teacher candidate is genuinely interested in the material being taught and displays interest in the	Teacher candidate conveys enthusiasm and passion for the subject matter, its complexities, and its significance and displays interest

			students as learners.	in the students as learners and as individuals.

26. Teacher candidate reflects and accurately interprets evidence from diagnostic, formative and summative assessments used in the lesson.	Reflection is not present and evidence from assessment is not collected.	Teacher candidate collects some evidence, and reflects but the interpretation of evidence is not accurate.	Teacher candidate accurately reflects and interprets evidence assessment. Collected evidence may not be collected from multiple sources.	Teacher collects evidence from various diagnostic, formative and summative assessments used in the lesson and interprets it accurately.
27. Teacher candidate accurately describes how the assessment evidence will inform future planning and instruction.	Teacher candidate does not collect or use evidence from assessment and does not see the need for any modifications for future planning and instruction	Teacher describes possible modifications for future planning and instruction using the collected evidence, but they may not be appropriate.	Teacher describes some appropriate modifications for future planning and instruction using the collected evidence.	Teacher candidate accurately describes appropriately modifications for future planning and instruction using the collected evidence.

PROFESSIONAL RESPONSIBILITIES

Indicators	Beginning (1)	Developing (2)	Effective (3)	Distinguished (4)
28. Teacher candidate seeks input in lesson planning and preparation and incorporates feedback and suggestions from mentoring teachers.	Teacher candidate does not seek input in lesson planning and resists incorporating feedback from mentoring teacher(s) because he or she does not recognize any	Teacher candidate recognizes strengths and weaknesses in instruction, but has difficulty incorporating feedback and suggestions because he or she	Teacher candidate understands the relationship between student performance and his or her	Teacher candidate is able to diagnose the strengths and weaknesses of his or her instruction, devise appropriate adaptations, put them into

	serious weaknesses in classroom practice.	does not fully understand the reasoning underlying them.	instruction and is both open to suggestions and able to reflect on and put them into practice.	practice, and/or actively seeks ways of improving professional practice.
29. Teacher candidate arrives on time, professionally dressed, well prepared, and demonstrates necessary organizational skills.	Teacher candidate arrives late, does not submit lesson plans, does not return student work in a timely manner, and/or is not dressed in a professional manner. In addition, the lack of organizational skills may have a negative impact on teaching and other professional responsibilities.	Teacher candidate generally arrives on time and is professionally dressed, but has difficulty handling the diverse administrative tasks required of teachers and may not consistently submit lesson plans or return student work in a timely manner.	Teacher candidate consistently arrives on time, submits lesson plans in advance, successfully manages attendant administrative tasks, and returns student work in a timely manner.	Teacher candidate participates in committee work, is involved in extracurricular activities, independently handles administrative tasks, and takes the initiative in resolving unexpected problems.