



Lesson Observation Tool & Rubric

A. Profile Data

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| Coaching Date | |
| Coach Name | |
| School Name | |
| Teacher Name | |
| Grade Level | |
| Subject | |
| Coaching area focus | <input type="checkbox"/> Learner Engagement <input type="checkbox"/> Classroom culture <input type="checkbox"/> Instructional leadership |

B. Lesson Observation Section

Lesson plan: Before observing the lesson, ask the teacher to provide you the lesson plan.

1a. Does the teacher have a lesson plan?

- Yes
- No

1b. If no lesson plan, please provide a reason _____

2. Does the lesson plan outline the following?

- The lesson follows the CBC format (that is: *Key Inquiry Questions, Competencies, Values, PCIs, Organization of Learning, Conclusion, Summary, Reflections*)
- The lesson plan has learning outcomes that encourage higher order thinking
- There are adequate learning resources indicated for the lesson
- Includes different ability learner activities
- Includes learner centred methodologies
- The lesson plan is updated (signed/stamped/dated by the headteacher)
- Previous lessons have teacher reflections/self

3. Does the teacher articulate the learning outcomes (lesson objectives) at the beginning of the lesson or are the objectives written on the board?

Yes (mentions them during introduction or these are visible on the board)------(1)

No------(2)

ST Outcome 1: Learners are goal oriented and committed to personal achievement

| Output 1.1.1 Teacher creates and maintain learner safe spaces | | | | |
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| <u>1.1.1a Teacher uses multiple approaches to positively manage behavior</u> | | | | |
| <p>a. What proportion of learners are on task during the lesson? (Off-task behaviors – learners may not be participating in the learning activity provided by the teacher either because they are quiet but distracted, or because they are disrupting the class. For example: <i>learners may be staring out the window, resting their head on the desk, looking down to the floor or at the coach or research assistant, sleeping, passing notes around, whispering, talking to another learner during an activity that does not require talking, moving around the class, shouting, or in any other way disrupting the class.</i>)</p> <p>6 or more learners are off-task------(1) 2 -5 learners are off-task ----- (2) All learners are on-task------(3)</p> <p>b. In what ways does the teacher redirect off-task behavior during the lesson? (Tick all that apply)</p> <p>Teacher uses least-invasive redirections (for example: <i>use of non-verbal redirections such as gestures or stand next to a learner who is off-task, positive framing i.e., correction without attacking the child</i>) -----(1) Teacher references the classroom rules, consequences, and rewards------(2) Teacher uses corporal punishment------(3) Teacher ignores off-task behavior------(4)</p> | | | | |
| <p>How does the teacher apply multiple approaches to positively manage behavior?</p> <p>(Look fors: use of least-invasive redirections, clear instructions and routines, no use of corporal punishment)</p> <p>(Note: if there is no off task behavior, rate the teacher as No Evidence)</p> | <p>Beginning Mastery The teacher notices off task behavior but does not act. He/she uses corporal punishment, loses temper when speaking to learners, and/or does not provide clear instructions.</p> | <p>Approaching Mastery Teacher attempts to redirect off-task behavior but is inconsistent. Redirection interrupts the lesson and/or causes learners to be distracted.</p> | <p>Mastery Teacher uses alternative behavior management approaches, references the discipline plan consistently and provides clear instructions.</p> | <p>Advanced Mastery Teacher communicates and models behavior expectations, references the classroom discipline plan consistently, uses positive reinforcement with a main focus being fostering learning. For example: <i>During the lesson, the teacher may say, “write down the questions on the board. Remember as</i></p> |

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| | | | | | you are writing to remain silent. |
| 1.1.1b Teacher implements a discipline plan in the classroom to facilitate learning | | | | | |
| <p>a. Is there a visible discipline plan in the classroom? (A discipline plan outlines <i>class rules, consequences, and rewards</i>) (Single option)</p> <p>Yes, and it is displayed on the class wall/board------(1) There is no displayed discipline plan displayed but the teacher references to the class rules/rewards/consequences during the lesson--- ------(2) There is no discipline plan displayed and the teacher does not reference to any rules/rewards/consequences during the lesson----- ------(3)</p> | | | | | |
| <p>How does the teacher set learner behavioral expectations during the lesson?</p> <p>(Look fors: class rules displayed in the classroom, discipline plan/rules referenced during the lesson, all students handled fairly in line with the rules/expectations)</p> | <p>Beginning Mastery The classroom rules have not explicitly been communicated with the learners. Teacher references to rules that seem unfamiliar to the learners.</p> | <p>Approaching Mastery Classroom rules are displayed in the class but the teacher does not reference the rules. Alternatively, the teacher references classroom rules but they are not displayed anywhere.</p> | <p>Mastery Classroom rules are clearly displayed in the class. The teacher regularly references the rules throughout the lesson.</p> | <p>Advanced Mastery Classroom rules are alive and a visible part of the classroom culture. The teacher consistently implements the discipline plan to maximize learning. The teacher also models the behavior expectations to learners. For example: <i>during the lesson the teacher says, ‘I am about to dictate some notes’, then learners are observed picking and opening their notebooks which shows learners are aware of the class routines/expectations</i></p> | |
| Output 1.1.2 Teacher provides opportunity for learner autonomy | | | | | |
| 1.1.2a Teacher provides opportunity for learners to take responsibility | | | | | |
| <p>a. Do learners volunteer to participate during the lesson? (For example: <i>learners volunteer to solve a problem on the board, teach their peers, lead group work; these do not include non-academic tasks such as rubbing the board</i>)</p> <p>Yes------(1) No------(2)</p> | | | | | |

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| <p>How does the teacher provide opportunities for learners to take responsibility?</p> <p>(Look fors: learners in the classroom take up various roles during the lesson)</p> | <p>Beginning Mastery Teacher does not provide learners with opportunities to take on roles during the lesson. The teacher takes up all the responsibilities during the lesson. For example: <i>the teacher independently distributes/collects learning resources, reads out the independent/groupwork on behalf of the learners, create group/pairs and assign roles without involving the learners</i></p> | <p>Approaching Mastery The teacher provides opportunities for a few learners to take on roles during the lesson. For example, <i>the Class Prefect</i>. Also, the roles are not always tied to the learning objectives of the lesson. For example, <i>the teacher may ask one learner to rub the board or distribute learning resources</i></p> | <p>Mastery The teacher provides a variety of learners with opportunities to take on roles in the classroom. The roles assigned are tied to the learning objectives of the lesson. For example: during the lesson, the teacher asks <i>learners to form groups and assign themselves roles</i></p> | <p>Advanced Mastery The teacher encourages learners to take up meaningful roles in and beyond the classroom, to apply concepts learnt during the lesson. For example: <i>during a values lesson, the teacher encourages learners to apply values learnt in the school and at home, and share with the class a presentation/chart summary showing ways the values were applied.</i></p> |
| <p>1.1.2b Teacher provides different learning options for learners</p> | | | | |
| <p>How does the teacher provide different learning options for learners?</p> <p>(Look fors: various opportunities are provided and learners are allowed to select)</p> | <p>Beginning Mastery The teacher plans and instructs for one learner. Learning is teacher-centered. He/she treats all learners the same regardless of ability. For example: <i>during the lesson, the teacher lectures throughout the lesson and does not provide any learning materials to facilitate learning</i></p> | <p>Approaching Mastery The teacher has planned for different learning options for learners but only provides one option during the lesson. For example, <i>during the lesson, the teacher plans for several learning options such as role plays, brainstorming, experimentation etc., but only focuses on brainstorming throughout the lesson</i>. Alternatively, the teacher provides different learning options for learners but these are not captured on the lesson plan.</p> | <p>Mastery The teacher has planned for different learning options for learners. The teacher implements these but is highly focused on options that only allow for group work. For example: <i>during the lesson, the teacher has planned for different learning options such as role plays, group work, demonstration, experimentation, etc. However, the implementation is biased towards group work activities.</i></p> | <p>Advanced Mastery The teacher has planned for different learning options for learners. The teacher allows learners to select from these options and ensures there is a balance between group and individualized activities. For example, <i>during the lesson, the teacher has planned for role plays, group work, demonstration, experimentation, etc. The implementation is balanced between group work and individualized class activities</i></p> |
| <p>Output 1.1.3 Teacher develops learner goals and differentiates them based on learner ability</p> | | | | |

1.1.3a Teacher accommodates different learner abilities

a. Which of the following strategies does the teacher use to accommodate different learner abilities during the lesson?

The learning outcomes (lesson objectives) cater for different learner abilities------(1) **(Notes to Coach/Research Assistant:** Check the lesson plan. An example of this: *during an art lesson, learners are learning to make cooking pots. The teacher’s learning outcomes are: by the end of the lesson, all learners will have made a cooking pot, most will make a cooking pot with straight and waterproof sides, and some will make a cooking pot with straight and waterproof sides, and with decorations and a handle)*

Learning activities cater for different learner abilities------(2) **(Notes to Coach/Research Assistant:** Check the lesson plan and consult the teacher on the criteria used to when selecting the activities)

Learning activities provided cater for different learning styles; auditory (learn by listening), visual (learn by seeing), and kinesthetic (learn by moving/touching/doing) ------(3) **(Notes to Coach/Research Assistant:** Check the lesson plan. An example of this: *during the lesson the teacher may provide diagrams to cater for visual learners, or experimentation to cater for kinesthetic learners)*

Learners are intentionally grouped during the lesson (grouping could be by performance, individual capabilities, age, gender, etc.) -----(4)

(Notes to Coach/Research Assistant: Consult the teacher to establish the criteria used when grouping learners. An example: *during the lesson teacher may group learners of different abilities to promote peer learning*

Other (please specify)------(5)

None of the above -----(6)

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| <p>How does the teacher accommodate different learner abilities during the lesson?</p> <p>(Look for: lesson plans accommodate different abilities, learners intentionally grouped, provides different activities for various learners, incorporates tactile, visual and auditory learners, applies multiple intelligences)</p> | <p>Beginning Mastery The teacher plans and instructs for one learner without adjusting to the level of the learners. He/she treats all learners the same regardless of ability. The teacher instructs at the same pace, time, uses the same activities, etc.,</p> | <p>Approaching Mastery The teacher plans for differentiated instruction. However, lesson implementation is inconsistent and is not aligned to the lesson plan. Alternatively, the teacher plans for differentiated instruction but does not implement during the lesson.</p> | <p>Mastery The teacher lesson plans for differentiated instruction and implements during the lesson. However, most of the learning activities are teacher-led. For example, <i>during the lesson, the teacher assigns the learners roles during group work activities</i></p> | <p>Advanced Mastery The teacher lesson plans for differentiated instruction and implements during the lesson. There is a balance between teacher-led and learner-led activities as per learner abilities, which shows the teacher is aware of her learner abilities. For example, <i>during the lesson the teacher encourages/allows peer learning and allows volunteers to teach the rest or the teacher allows the learners to identify a</i></p> |
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| | | | | learner to lead during group work. |
| <u>1.1.3b Teacher provides individualized feedback to learners</u> | | | | |
| Does the teacher provide feedback to learners during the lesson? Yes (feedback may be individualized or at a classroom level)------(1) No------(2) | | | | |
| When providing individualized feedback, does the teacher address learners by name? Yes------(1) No------(2) | | | | |
| How does the teacher provide feedback to learners? (Look fors: precise praise for individual learners, addresses learners by name when providing feedback, teacher provides different tasks during the lesson) | Beginning Mastery Teacher provides feedback at a classroom level. For example: <i>During a math lesson, none of the learners gets the teacher’s question correctly and the teacher says, ‘none of you got the question correct, it seems you forgot what happens we you multiply a positive and a negative number’.</i> | Approaching Mastery The teacher attempts to provide individualized feedback to learners during the lesson. However, the feedback is not specific. For example: <i>when a learner answers the teacher’s question correctly, the teacher responds by saying, ‘that is correct’.</i> | Mastery The teacher provides individualized feedback to learners during the lesson. The teacher address the learners by name and provides specific feedback that highlights the successes or misunderstandings identified. For example: <i>if learners are writing stories as part of the classwork, the teacher says, ‘good job on the third paragraph Mary’ without specifying what that particular learner did to make the paragraph good.</i> Example 2: <i>During a math lesson, the teacher says, ‘you forgot to include the negative sign Antony’ without providing further information to the learner.</i> | Advanced Mastery The teacher provides learners with specific feedback that contain substantive information that helps identify the learners’ successes or misunderstandings. The teacher addresses the learner by his/her name. For example: <i>If learners are writing stories as part of the classwork, the teacher says, ‘Mary, you’ve done a good job getting the reader interested in paragraph three when you write ‘no one knew what would happen’.</i> Example 2: <i>During a math lesson, the teacher says, ‘Antony, do you remember what happens when we multiply a positive and a negative number? Now, let’s look at your answer.</i> |

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| | | | | What do you need to change to find the correct answer? |
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ST Outcome 2: Learners actively engage and participate throughout lessons

| Output 2.1.1. Teacher uses engaging learner-centered instructional methodologies and pedagogical practices to deliver lessons | | | | |
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| <u>2.1.1a Teacher incorporates engaging learner techniques during lesson</u> | | | | |
| Which of the following engaging learner techniques does the teacher use during the lesson? (Tick all the techniques used by the teacher) | | | | |
| Turn and talk----- (1) | | | | |
| Group discussion----- (2) | | | | |
| Peer teaching----- (3) | | | | |
| Think-pair-share----- (4) | | | | |
| Independent work----- (5) | | | | |
| Any other (specify)----- (6) | | | | |
| None of the above----- (7) | | | | |
| How does the teacher incorporate engaging learner techniques during the lesson? (Look fors: teacher asks questions, provides opportunities for turn and talk, role plays, and peer teaching) | Beginning Mastery The teacher uses one teacher-centered technique throughout the lesson. The teacher mostly lectures and learners are passively listening throughout the lesson. | Approaching Mastery Teacher attempts to incorporate engaging learner techniques (e.g., group work, turn and talk) to promote collaboration among learners, but struggles to give clear direction and loses instructional time transitioning between activities. | Mastery Teacher applies engaging learner techniques (e.g., group work, turn and talk) for learners to collaborate. He/she gives clear directions but does not consistently monitor the learners' work. For example: <i>during the lesson, the teacher focuses on certain learners or certain groups.</i> | Advanced Mastery The teacher gives clear directions and the transition between activities is smooth. The teacher balances the activities to ensure most learners are actively engaged. The teacher walks around to monitor the work of most learners/groups. For example: <i>the teacher asks learners to form pairs or groups to complete an activity that requires collaboration</i> |
| <u>2.1.1b Teacher uses engaging materials and strategies that cater for different learning styles</u> | | | | |
| Which of the following teaching and learning resources does the teacher use during the lesson? (Capture all resources used) | | | | |

Textbooks------(1)
 Charts on the wall------(2)
 Other teaching and learning resources------(3) Please specify _____
 No learning resources were used during the lesson (no learning materials were seen; the teacher may be the only one using a textbook)-----
 -----(4)

Do learners interact with the learning materials provided during the lesson?
 Yes------(1)
 No------(2)

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| <p>How does the teacher use learning resources and teaching strategies that cater for different learning styles during the lesson?</p> <p>(Look fors: manipulatives, charts, textbooks used during the lesson)</p> | <p>Beginning Mastery Teacher has limited teaching and learning resources. He/she uses the textbook throughout.</p> | <p>Approaching Mastery Teacher brings more than one learning resource to the lesson. However, learners have a limited opportunity to engage with the learning resources. For example: <i>during the lesson, the teacher brings learning resources but selects a few learners to engage with the resources e.g., best learners, learners seated at the front row</i></p> | <p>Mastery Teacher brings a variety of teaching and learning resources to the lesson. The teacher is strategic to ensure learners have the opportunity to engage with the resources. for example: <i>during the lesson the teacher uses <u>group work</u> to ensure learners have an opportunity to interact with the resources</i></p> | <p>Advanced Mastery Teacher brings a variety of teaching and learning resources to the lesson. The teacher engages the learners on selecting the learning resource of their choice during the lesson. Learners are actively engaged in material collection, development and maintenance. For example: <i>during a science lesson, the teacher references legumes that were brought by learners, engages learners to create a farming learning corner and learners assign themselves roles to water the plants</i></p> |
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Output 2.1.2 Increased interaction between the teacher and learners

2.1.2a Teacher and learner talk time

What proportion of the lesson does the teacher speak? _____% (Notes to Coach/Research Assistant: Please provide a reason for the reported teacher talk time. Specify the part of the lesson observed, for example: introduction to mid-lesson, mid-lesson to close and point to the whether it is the introductory part of the topic or not)

What proportion of the lesson do the learners speak? _____ % (**Notes to Coach/Research Assistant:** Please provide a reason for the reported learner talk time. Specify the part of the lesson observed, for example: introduction to mid-lesson, mid-lesson to close and point to the whether it is the introductory part of the topic)

2.1.2b Teacher incorporates group work and tasks that increase learner talk time throughout the lesson

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| <p>How does the teacher incorporate group work and tasks that increase learner talk time during the lesson?</p> | <p>Teacher does not incorporate group work or give learners' tasks that increase learner talk time during the lesson. He/she only incorporates passive learning strategies, for example, <i>lecturing, listening, copying notes.</i></p> | <p>Teacher attempts to incorporate group work and tasks that increase learner talk time, for example, <i>group work, oral questions.</i> However, over half of the lesson is majorly teacher-driven.</p> | <p>Teacher attempts to incorporate group work and tasks that increase learner talk time during the lesson. Teacher provides clear direction to learners and monitors some of the learners' work during the lesson.</p> | <p>Teacher incorporates group work and tasks that increase learner talk time during the lesson. The teacher provides clear directions, models the expectations and walks around the class monitoring all the learners' work. The group activities are learner-led, for example, <i>during the lesson learners assign themselves roles during the group discussion.</i></p> |
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ST Outcome 3: Learners interrogate and apply ideas and concepts

Output 3.1.1 Teachers use effective questioning techniques

3.1.1a Teacher allows and encourages learners to ask questions and interact with ideas and concepts

a. Does the teacher ask questions to check for understanding during the lesson?

Yes-----(1)

No-----(2)

b. Which of the following questioning techniques does the teacher apply during the lesson?

The teacher uses general prompts such as “have you all understood?”, “are we clear?”-----(1)

Teacher asks open-ended questions, for example: probing questions (for learners to share more detail), elaboration questions (for learners to build on a previous point), stretching questions (for learners to think beyond and demonstrate how well they understand a topic), and diagnostic questions (for learners to explain information and formulate some kind of understanding)-----(2)

Teacher asks close-ended questions such as yes/no questions----- (3)

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| <p>Teacher gives the learners a formative assessment (written or oral)------(4)</p> <p>c. Do learners volunteer to answer questions during the lesson? Yes-----(1) No------(2)</p> <p>d. Do learners ask the teacher questions during the lesson? Yes-----(1) No------(2)</p> | | | | |
| <p>How does the teacher prompt learners to ask questions and interact with ideas and concepts learnt?</p> | <p>Teacher asks all the questions during the lesson to determine the level of understanding of learners. The teacher does not encourage learners to ask questions.</p> | <p>The teacher occasionally prompts learners to ask questions during the lesson. However, questioning is mainly teacher-led.</p> | <p>Teacher encourages learners to ask questions during the lesson. The teacher attempts to ask questions that encourage learners to interact with ideas and learnt concepts.</p> | <p>Teacher encourages learners to ask questions and to genuinely interact with the content. Additionally, the teacher uses questions, prompts or strategies that encourage high-order thinking, for example: <i>use of open-ended questions</i>. The teacher also encourages learners to answer questions raised by their peers. For example; <i>during the lesson where learners are learning about types of food, the teacher asks learners, ‘what will happen when we do not eat a balanced diet?’ and on getting a few responses from learners, he/she asks a follow up question ‘why do you think that will happen?’</i></p> |
| <p>3.1.1b Teacher asks questions that increase rigor and encourage cognitive struggle</p> | | | | |

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| <p>How does the teacher apply different questioning techniques during the lesson?</p> <p>(Look for: teacher communicates rigorous objectives, asking questions aligned to Bloom's taxonomy).</p> | <p>Teacher asks questions that do not promote higher-order thinking. Teacher largely asks learners to recall and recite. For example: <i>when explaining a concept during the lesson, the teacher asks, 'have you understood?'</i> and the learners respond "yes we have" in unison.</p> | <p>Teacher attempts to ask questions that promote higher-order thinking. However, teacher gathers only a few learners' level of understanding as only a section of the learners respond. For example: <i>the teacher will ask learners to demonstrate their knowledge but only picks on the same learners during the lesson</i></p> | <p>Teacher attempts to ask questions that promote higher-order thinking. However, teacher only determines only a few learners' level of understanding. For example: <i>the teacher will ask learners to demonstrate their knowledge but only a few learners respond by raising their hand and the teacher calls upon 1 or 2 learners to provide an answer. Example 2: the teacher asks the question but does not ask learners to raise their hands in response and simply allows learners to willingly volunteer their answers.</i></p> | <p>The teacher uses open-ended questions to determine most learners' level of understanding. He/she asks the learners high-order thinking questions that promote critical thinking. For example: <i>the teacher will ask learners to demonstrate their knowledge by having all learners share their answers to a particular question</i></p> |
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