



Ustadi Lesson Observation Rubric

A. 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)

Classroom Management

Teacher uses multiple approaches to positively manage behavior

4. 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: *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.*)

- 6 or more learners are off-task------(1)
- 2 -5 learners are off-task ----- (2)
- All learners are on-task------(3)

5. In what ways does the teacher redirect off-task behavior during the lesson? (Tick all that apply)

- Teacher uses least-invasive redirections (for example: *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*) -----(1)
- Teacher references the classroom rules, consequences, and rewards------(2)
- Teacher uses corporal punishment------(3)
- Teacher ignores off-task behavior------(4)

<p>6. 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 you are writing to remain silent.</i></p>
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Teacher implements a discipline plan in the classroom to facilitate learning

7. Is there a visible discipline plan in the classroom? (A discipline plan outlines *class rules, consequences, and rewards*) (Single option)

- 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>8. 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>
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Teacher uses engaging learner-centered instructional methodologies and pedagogical practices to deliver lessons

<p><u>Teacher incorporates engaging learner techniques during lesson</u></p>				
<p>9. Which of the following engaging learner techniques does the teacher use during the lesson? (Tick all the techniques used by the teacher)</p> <p>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)</p>				
<p>10. How does the teacher incorporate engaging learner techniques during the lesson?</p>	<p>Beginning Mastery The teacher uses one teacher-centered technique throughout the</p>	<p>Approaching Mastery Teacher attempts to incorporate engaging learner techniques (e.g.,</p>	<p>Mastery Teacher applies engaging learner techniques (e.g., group work, turn and talk)</p>	<p>Advanced Mastery The teacher gives clear directions and the transition between</p>

<p>(Look fors: teacher asks questions, provides opportunities for turn and talk, role plays, and peer teaching)</p>	<p>lesson. The teacher mostly lectures and learners are passively listening throughout the lesson.</p>	<p>group work, turn and talk) to promote collaboration among learners, but struggles to give clear direction and loses instructional time transitioning between activities.</p>	<p>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></p>	<p>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></p>
<p><u>Teacher uses engaging materials and strategies that cater for different learning styles</u></p> <p>11. Which of the following teaching and learning resources does the teacher use during the lesson? (Capture all resources used)</p> <p>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)</p> <p>12. Do learners interact with the learning materials provided during the lesson? Yes------(1) No------(2)</p>				
<p>13. 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</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</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</p>

		<i>engage with the resources e.g., best learners, learners seated at the front row</i>	<i>opportunity to interact with the resources</i>	<i>example: 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>
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Teachers use effective questioning techniques

<u>Teacher allows and encourages learners to ask questions and interact with ideas and concepts</u>	
14. Does the teacher ask questions to check for understanding during the lesson?	<p>Yes-----(1)</p> <p>No-----(2)</p>
15. Which of the following questioning techniques does the teacher apply during the lesson?	<p>The teacher uses general prompts such as “have you all understood?”, “are we clear?”-----(1)</p> <p>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)</p> <p>Teacher asks close-ended questions such as yes/no questions-----(3)</p> <p>Teacher gives the learners a formative assessment (written or oral)-----(4)</p>
16. Do learners volunteer to answer questions during the lesson?	<p>Yes-----(1)</p> <p>No-----(2)</p>
17. Do learners ask the teacher questions during the lesson?	<p>Yes-----(1)</p> <p>No-----(2)</p>

<p>18. 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>Teacher and Learner Talk Time</p>				
<p>19. 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)</p> <p>20. 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)</p>				