



# Lesson Observation Rubric

Middle School

**Instructions:** Use this rubric to determine how to support Second Step lesson instructors. Each category has a set of three statements. **Choose the statement from each category that is most true for the lesson you are observing.** If you have difficulty choosing between two statements, choose the one with the lower score. You can find guidance for each category on page 2.

	<b>STUDENT ENGAGEMENT</b> <i>Are students actively participating and interested in the lesson/activity?</i>	<b>CLASSROOM CLIMATE</b> <i>Is the class respectful and inclusive of all students?</i>	<b>LESSON INSTRUCTOR ENGAGEMENT</b> <i>Is the lesson instructor interested and invested in guiding the students through the lesson?</i>	<b>LESSON INSTRUCTOR DELIVERY</b> <i>Does the lesson instructor understand the lesson content and appear to be comfortable delivering it?</i>
<b>1</b>	One or two students respond to the lesson instructor's questions and prompts and pay attention to the lesson, but the majority of students are off task. Many students look bored or uninterested, and/or do not take the lesson seriously. Students interrupt the lesson frequently, and the lesson instructor spends additional time on classroom management.	Students talk over one another during discussion and/or make jokes or inappropriate comments in response to other students and lesson material. Most students seem reluctant to share.	Lesson instructor's tone and affect are flat. Lesson instructor does not show enthusiasm or interest during the lesson. Lesson instructor reads from the slides without expanding on or personalizing the content. Lesson instructor rushes through or skips over activities and content.	Lesson instructor appears confused or unsure of what to do throughout most of the lesson. Lesson flow is choppy, halted, and stilted. Delivery includes multiple mistakes and corrections.
<b>2</b>	Only a handful of students respond to lesson instructor questions and prompts. Some students are involved in off-task behaviors (e.g., side conversations). Some students appear interested, others appear bored.	Some students collaborate and affirm one another, while others make jokes or inappropriate comments in response to other students and lesson material. Many students seem reluctant to share.	Lesson instructor reads directly from the script with little enthusiasm and appears to be only somewhat interested in the lesson. Lesson instructor covers content with minimal additions or connections to students' lives.	Lesson instructor appears confused or unsure of what to do a few times throughout the lesson. Lesson instructor appears somewhat uncomfortable at several times during delivery. Lesson flow has a few starts and stops.
<b>3</b>	The majority of students actively participate by paying attention to the screen, lesson instructor, and/or group work. Students ask questions and offer responses. Only a few students, if any, are off-task. Most students appear to be interested in and enjoying the lesson.	Students listen to one another's contributions with little to no interruption and constructively build on one another's comments. Students use respectful and supportive language and seem comfortable sharing.	Lesson instructor's tone is enthusiastic and interested. Lesson instructor provides additional examples and applications to lesson content. Lesson instructor emphasizes value of lesson content and activities.	Lesson instructor appears comfortable and in control throughout the lesson. Lesson flow is smooth and unhurried.
<b>SCORE</b>				
<b>NOTES</b>				



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Below are some resources to support your lesson instructors in each category.

## STUDENT ENGAGEMENT

- Suggest that lesson instructors review the **Advisory Activities** linked to each unit and program theme. Lesson instructors can substitute the core lesson activity with an Advisory Activity where it makes sense for their students.
- Suggest that lesson instructors invite students to make connections between the lesson and their own lives. For example, when discussing goal-setting, lesson instructors could start by asking students to think about something they or someone they know has recently done that made them proud. After presenting a video, lesson instructors might ask students to raise their hands if they've seen a similar situation happen in their school.
- If a class you've observed is more introspective than talkative, suggest the lesson instructor have students journal instead of requiring group discussion. The lesson instructor can ask for volunteers to share their thoughts later.

## CLASSROOM CLIMATE

- Suggest lesson instructors revisit or establish class norms for discussion if they don't have already have them. Display the class norms somewhere easy for students to see so they can refer to them when needed.
- Sometimes students disagree with what happens in the scenarios in the program or disagree with other students in class. That's okay—in fact, that's great! Suggest that lesson instructors offer students the opportunity to share why they disagree or what they would have done differently.

## LESSON INSTRUCTOR ENGAGEMENT

- Encourage lesson instructors to view the **Quick Start Guide** for each unit. Quick Start Guides provide key information about the lesson components, social-emotional skills students practice and learn in each unit, and the research that supports the program.
- Provide time in staff meetings for lesson instructors to talk with one another about their implementation successes and challenges.

## LESSON INSTRUCTOR DELIVERY

- Recommend that lesson instructors preview the lesson presentation and read the lesson plan before teaching. This will help lesson instructors become familiar with the content before teaching the lesson.
- Authenticity is key to successful delivery. Encourage lesson instructors to adapt the lesson script and examples to fit their own natural style and the needs of their students.