

# Lesson Observation Rubric

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

	<b>STUDENT ENGAGEMENT</b> Are students actively participating and interested in the lesson/activity?	<b>CLASSROOM CLIMATE</b> Is the class respectful and inclusive of all students?	<b>LESSON INSTRUCTOR ENGAGEMENT</b> Is the lesson instructor interested and invested in guiding the students through the lesson?	<b>LESSON INSTRUCTOR DELIVERY</b> Does the lesson instructor understand the lesson content and appear to be comfortable delivering it?
<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 and/or argue with peers, engage in horseplay/fighting, or joke and talk loudly with other students during discussion. 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 while others appear bored.	Some students listen and respond positively to one another by acknowledging and encouraging others' comments, while other students talk over one another and/or argue, joke, or talk loudly with peers during discussion. Some students seem comfortable sharing, but many 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 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 with limited interruptions and respond positively to one another by acknowledging and encouraging others' comments. Students use kind and supportive language with one another 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>				

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

## STUDENT ENGAGEMENT

- 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 have 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 write or draw in a 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 already have them. Have the class norms displayed where students can easily see them and refer to them when needed.
- Sometimes students disagree with what happens in the scenarios in the program, or they may 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 unit plan for each unit. Unit plans provide information about the progression of students' skills and knowledge across grades in each unit, the social-emotional skills students practice and learn in each unit, and the research that supports each unit's content.
- 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 read the Prep & Extend and review the lesson plan and presentation for each lesson prior to teaching. Doing so will help lesson instructors become familiar with the content before teaching the lesson.
- Emphasize that lesson instructors need to use all lesson resources and components, including the lesson plans and student handouts, during delivery. Ensuring that all lesson components are being used will help lesson instructors know what to do during each section of 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.