

TEACH 1: LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS

	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Lesson Organization	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly* moves all students toward mastery of the objective. [†]	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly* moves most students toward mastery of the objective. [†]	The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly move most students toward mastery of the objective. [†]	The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly move most students toward mastery of the objective. [†]
Lesson Objective	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective.	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.	The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others . For example, the teacher might state the objective, but students' comments, actions, or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson.	The objective of the lesson is not clear to students, or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught.
Objective Importance	Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.	Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.

*In a lesson in which all parts significantly move students toward mastery, student learning is indisputable. For example, a lesson that includes few or no opportunities for students to respond or complete work should not be considered one that significantly moves students toward mastery because there is little evidence of student understanding. In addition, a lesson part that is aligned to the objective but that does not effectively promote student understanding (e.g., a crossword puzzle with aligned content vocabulary) should not be considered one that significantly moves students toward mastery.

1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 1.
2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.