2026 Florida Teacher of the Year Instructional Lesson Video Observation Scoresheet   **Total Score: _____ /64**

Applicant_____   District_____

Student Engagement: Are all students engaged in the work of the lesson from start to finish? (16 possible points)				
Ineffective (1)	*Developing (2)*	*Proficient (3)*	*Accomplished (4)*	Points
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.	
Very few or no students demonstrate clear understanding of behavioral expectations and/or directions through their actions.	Some students demonstrate a clear understanding of behavioral expectations and directions through their actions.	Most students demonstrate a clear understanding of behavioral expectations and directions through their actions.	All or almost all students demonstrate a clear understanding of behavioral expectations and directions through their actions.	
Students do not execute transitions, routines and procedures in an orderly manner or there are missed opportunities to have a routine or procedure in place.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	
Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time, but this does not result in a significant loss of instructional time for the class period.	Students are idle only for short periods of time (less than one minute) while waiting for the teacher to provide directions, when finished with assigned work early or during transitions.	Class has a quick pace and students are engaged in the work or lesson from start to finish. Students who finish assigned work early engage in meaningful learning activities or enrichment assignments related to unit objectives without interrupting other students' learning.	
			Score for Student Engagement:	

Essential Content: Are all students working with essential content for their subject and grade? (16 possible points)				
Ineffective (1)	*Developing (2)*	*Proficient (3)*	*Accomplished (4)*	Points
The lesson does not focus on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade level standards or expectations and/or IEP goals, and is likely to put students on a path toward college and/or career success.	
Most parts of the lesson students engage in are not aligned to the stated or implied learning goal(s).	Some parts of the lesson students engage in are aligned to the stated or implied learning goal(s).	Most lesson activities students engage in are aligned to the stated or implied learning goal(s).	All lesson activities students engage in are aligned to the stated or implied learning goal(s).	
Most activities students engage in are disconnected from one another and/or do not move students toward mastery of the grade level standards(s).	Some activities students engage in are disconnected from one another and/or do not move students toward mastery of the grade level standard(s).	Most activities students engage in are generally connected to one another and move students toward mastery of the grade level standards(s).	All activities students engage in are well-sequenced and build on one another to move students toward mastery of the grade level standard(s).	
Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade or course and time in the school year.	Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade or course and time in the school year.	Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade or course and time in the school year.	All instructional materials students use, such as texts, questions, problems, exercises and assessment, are high-quality and appropriately demanding for the grade or course and time in the school year.	
			Score for Essential Content:	

Academic Ownership: Are all students responsible for doing the thinking in this classroom? (16 possible points)				
Ineffective (1)	*Developing (2)*	*Proficient (3)*	*Accomplished (4)*	Points
Very few or no students provide meaningful oral or written evidence to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Students complete none or very little of the cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson; the teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson, but the teacher or a very small number of students complete most of the cognitive work.	Students complete an appropriate amount of cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson given the focus of the lesson.	Students complete an appropriately challenging amount of cognitive work such as reading, writing, discussion, analysis, computation or problem solving that takes place during the lesson given the focus of the lesson.	
Students respond negatively to their peers' thinking, ideas or answers. Students do not provide feedback to peers and respond negatively when a peer answers a question incorrectly or when students do not agree with the response.	Students do not respond to their peers' thinking, ideas or answers. Students rarely provide constructive feedback to peers but respond neutrally when a peer answers a question incorrectly or when students do not agree with the response.	Students respond to their peers' thinking, ideas or answers. Students provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when students do not agree with the response.	Students respond productively to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond encouragingly when a peer answers a question incorrectly or when students do not agree with the response.	
Students do not try to complete challenging academic work or answer questions.	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	
			Score for Academic Ownership:	

Demonstration of Learning: Do all students demonstrate that they are learning? (16 possible points)				
Ineffective (1)	*Developing (2)*	*Proficient (3)*	*Accomplished (4)*	Points
Questions, tasks or assessments do not yield data that allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that partially allows the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess student's progress toward learning goals.	Questions, tasks or assessments yield data that allows the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	
Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students routinely have opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	
Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student response, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.	
			Score for Demonstration of Learning:	