

Center for Teacher Education
Lesson Observation

Candidate: _____ ECSE Elem Sec K-12
 Mentor Teacher: _____ Grade: _____ Subject: _____
 Date: _____ Time: _____ School: _____ Lesson/Unit Title: _____

Observer Completing the Form (Please print name and title): _____

Observer Signature _____ **Teacher Candidate/Intern Signature** _____

Please use the following form as an informal instrument to provide ongoing feedback to teacher candidates/interns. Highlight areas of focus for the observation and identify strengths and suggestions for continued growth on the back. This observation form does not indicate proficiency in any of the required standards.

<p style="text-align: center;">Indicators (The indicators below are <i>possible</i> "look-fors.")</p>	<p style="text-align: center;">Comments</p>
<p>Effective Instruction (TQS 1, 2, & 3)</p> <ul style="list-style-type: none"> ▪ Lesson plan is based on CAS, aligned to district’s plan/pacing guides and includes relevant objectives ▪ Lesson plan reflects formative/summative assessment results ▪ Implements and communicates objectives/outcomes/targets ▪ Makes content-specific academic language accessible to students including content vocabulary ▪ Uses instructional strategies across content areas making interdisciplinary connections explicit including: <ul style="list-style-type: none"> ○ Literacy ○ Mathematical Practices ○ Language Development ▪ Uses accurate and appropriate instructional materials while scaffolding questions, concepts/skills based on sequence of learning connecting to students’ prior knowledge ▪ Implements engaging, relevant lessons connecting to student interests ▪ Models and uses questioning strategies to develop critical thinking and problem-solving skills while supporting inquiry ▪ Anticipates and addresses student misconceptions ▪ Implements challenging tasks and encourages students to ask questions and construct new meaning ▪ Uses available technology to facilitate classroom instruction and enhance creativity, use of information, and collaboration ▪ Uses wait time to encourage student responses ▪ Incorporates instruction that reflects diverse backgrounds, experiences and different points of view ▪ Uses materials and lessons that counteract stereotypes to acknowledge contributions of all cultures ▪ Plans and Implements a variety of inclusion, intervention or enrichment practices to address a variety of learning needs/interests ▪ Provides opportunities and has a clear purpose for student collaboration promoting teamwork and leadership skills 	

<p><i>Classroom Community and Management (TQS 2)</i></p> <ul style="list-style-type: none"> ▪ Maintains safety and welfare of students and the environment ▪ Sets clear expectations and provides clear direction to guide student behavior ▪ Maintains procedures and routines to guide instruction and transitions ▪ Facilitates student accountability to school, class procedures and routines ▪ Consistently reinforces student expectations ▪ Demonstrates a caring and respectful relationship with each student ▪ Implements purposeful pacing and efficient transitions ▪ Uses appropriate strategies to reduce disruptive or off-task behaviors ▪ Ensures a sense of community and effective interactions among students ▪ Acknowledges the influence of race, ethnicity, gender religion, socioeconomics and culture on student perspectives 	
<p><i>Assessment and Feedback (TQS 3)</i></p> <ul style="list-style-type: none"> ▪ Engages students in developmentally appropriate and creative learning experiences ▪ Uses knowledge of students' current skill levels to plan instruction ▪ Selects assessment strategies and monitors student learning aligned to learning objectives ▪ Uses assessment results to guide real-time adjustments to instruction ▪ Provides timely feedback to students that is academically focused, frequent, and high quality ▪ Provides students opportunities to revise work based on feedback 	
<p><i>Professional Disposition (TQS 4)</i></p> <ul style="list-style-type: none"> ▪ Presents information and interacts with students with poise, confidence and enthusiasm creating positive rapport with students ▪ Interactions are respectful, consistent, and reasonable while modeling ethical behavior ▪ Uses appropriate written and oral communication ▪ Reflective and open to feedback 	

Provide the teacher candidate with some specific feedback as to strengths and possible areas for improvement in the space below. *(Please attach a separate piece of paper if more space is needed.)*

Areas of Strength and Effectiveness:

Suggestions for Continued Growth: