

# Lesson Observation Report

(Revised Summer 2024)



Teacher Candidate:

Grade Level:

Subject(s):

School:

Cooperating Teacher:

University Supervisor:

Date:

Completed by (Circle One): University Supervisor or Cooperating Teacher

RATING SCALE for Lesson Observation Report				
1 - Needs Focused Attention and Development to Meet Expectations (Did Not Meet Expectations)				
<b>2 - On Target for Meeting Expectations, Continued Development Expected (Met Expectations)</b>				
3 - One of the Candidate's Strengths at This Point in Time (Above Expectations)				
		1	2	3
Planning	Plans align with standards, are measurable and developmentally appropriate. No Opportunity to Observe <input type="checkbox"/>			
	Plans demonstrate understanding of content to be taught, uses academic vocabulary, variety of questioning types, and critical thinking. No Opportunity to Observe <input type="checkbox"/>			
	Uses a variety of strategies, materials, and resources to make content relevant and accessible to a range of learners. No Opportunity to Observe <input type="checkbox"/>			
	Strategies Used: <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Discussion <input type="checkbox"/> Collaboration <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Partners			
	Plans for a variety of assessments aligned with objectives, culturally relevant and allowing for a range of learners. No Opportunity to Observe <input type="checkbox"/>			
	Plans for instruction that is culturally relevant and includes effective scaffolding and differentiation strategies for diverse learners. No Opportunity to Observe <input type="checkbox"/>			
		1	2	3
Instructional Delivery	Creates a safe and respectful learning environment for students through effective management strategies including: <input type="checkbox"/> Confident teacher presence <input type="checkbox"/> Awareness of behaviors and needs <input type="checkbox"/> Clear and consistent routines and procedures <input type="checkbox"/> Consistent and positive management strategies <input type="checkbox"/> Equitable behavior interventions <input type="checkbox"/> Checks for understanding and makes adjustments accordingly No Opportunity to Observe <input type="checkbox"/>			
	Manages the learning environment through best practices including: <input type="checkbox"/> Articulates objectives with clear instructions <input type="checkbox"/> Sequences instruction appropriately <input type="checkbox"/> Demonstrates strong content knowledge <input type="checkbox"/> Management/design of physical space <input type="checkbox"/> Management of materials <input type="checkbox"/> Time management and pacing of lesson <input type="checkbox"/> Other _____ No Opportunity to Observe <input type="checkbox"/>			
	Engages learners in purposeful learning segments through use of: <input type="checkbox"/> Academic vocabulary <input type="checkbox"/> Higher level questioning <input type="checkbox"/> Use of authentic language			

	<input type="checkbox"/> Critical thinking <input type="checkbox"/> Other _____ No Opportunity to Observe <input type="checkbox"/>			
	Follows lesson plan as designed, monitors student learning and adjusts instruction in real-time as needed. No Opportunity to Observe <input type="checkbox"/>			
	Uses a variety of developmentally appropriate digital tools (technology). No Opportunity to Observe <input type="checkbox"/>			
		1	2	3
Assessment	Collects assessment data to inform instruction, applying tools available for data collection and analysis. <input type="checkbox"/> Informal <input type="checkbox"/> Formal <input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Authentic No Opportunity to Observe <input type="checkbox"/>			
	Provides feedback that is timely, enabling learners to recognize strengths and areas for improvement. No Opportunity to Observe <input type="checkbox"/>			
	Supports learning by using assessment techniques that are developmentally appropriate, formative, and summative. No Opportunity to Observe <input type="checkbox"/>			
		1	2	3
Professionalism	Prepared to teach when instruction is scheduled to begin. All materials are easily accessible AND organized. Prepared for the unexpected and flexible. No Opportunity to Observe <input type="checkbox"/>			
	Maintains professional appearance and attire, as outlined in student handbook. No Opportunity to Observe <input type="checkbox"/>			
	Demonstrates professionalism in written and spoken communication. <input type="checkbox"/> Academic Vocab/Content <input type="checkbox"/> No Slang <input type="checkbox"/> Formal No Opportunity to Observe <input type="checkbox"/>			
	Is receptive to feedback and constructive criticism, and incorporates knowledge or skills gained into teaching. No Opportunity to Observe <input type="checkbox"/>			
<b>Additional Effectiveness Indicators:</b> These will be assessed at a later date in the practicum and need to be attended to on a regular basis, but they are not evaluated in each lesson observation.				
	Attends at least one professional development opportunity and provides evidence of understanding and application knowledge or skill acquired.			
	Communicates professionally with parents/guardians in ways that improve understanding and encourage progress.			
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence			
	Discusses or is able to provide evidence that justifies instructional practice with research and/or theory.			
	Professionalism Progress Indicators: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reports on time or early for daily student teaching AND additional teacher engagements (e.g., IEPs, teacher committees).</li> <li><input type="checkbox"/> Is meeting deadlines and obligations established by the cooperating teacher and/or supervisor.</li> <li><input type="checkbox"/> Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners.</li> </ul>			