

# Student Teaching Lesson Observation Form

## Saint Vincent College Education Department

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

**Score Guide:**

**Please indicate a point value and rationale for each category based on the chosen rating. Fractional points are permitted. Total grade is out of 80 points.**

<p><b>Below Basic (BB)</b> Candidate is very limited; does not illustrate a working knowledge of the descriptors.</p> <p><b>POINT VALUE: 5-6</b></p>	<p><b>Basic (B)</b> Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient.</p> <p><b>POINT VALUE: 7-8</b></p>	<p><b>Proficient (P)</b> Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; competent candidate.</p> <p><b>POINT VALUE: 9</b></p>	<p><b>Advanced (A)</b> Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate.</p> <p><b>POINT VALUE: 10</b></p>
--	--	---	--

**1. Planning and Preparation**

<p>Candidate's plans are:</p> <ul style="list-style-type: none"> <li>• in the Saint Vincent College format,</li> <li>• reflect the district curriculum/PA Standards/Common Core,</li> <li>• contain clear and relevant behavioral (instructional) objectives,</li> <li>• include adaptations/accommodations for students with special needs,</li> <li>• contain sufficient detail and organization to be easily followed, evaluated, and taught.</li> </ul>	<p><b>Anecdotal Rationale/Suggestions</b></p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;"><b>BB</b></td> <td style="padding: 2px 5px;"><b>B</b></td> <td style="padding: 2px 5px;"><b>P</b></td> <td style="padding: 2px 5px;"><b>A</b></td> </tr> <tr> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> </tr> </table>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>				
<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>							

**2. Introduction to Learning**

<p>Candidate:</p> <ul style="list-style-type: none"> <li>• assesses students' prior learning before proceeding with a new lesson,</li> <li>• has a clear connection between appropriate prior and new learning,</li> <li>• clearly communicates new learning goals/objectives in observable and measurable terms.</li> <li>• motivates students to participate.</li> </ul>	<p><b>Anecdotal Rationale/Suggestions</b></p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;"><b>BB</b></td> <td style="padding: 2px 5px;"><b>B</b></td> <td style="padding: 2px 5px;"><b>P</b></td> <td style="padding: 2px 5px;"><b>A</b></td> </tr> <tr> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> </tr> </table>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>				
<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>							

**3. Delivery of Instruction**

<p>Candidate displays:</p> <ul style="list-style-type: none"> <li>• ample knowledge, enthusiasm,</li> <li>• interest in the subject matter and a positive attitude towards the class.</li> </ul> <p>Candidate presents Info:</p> <ul style="list-style-type: none"> <li>• matched to the lesson objectives,</li> <li>• sequenced so that the class can easily process at the proper level of difficulty</li> <li>• adapted for diverse learners and students with special needs.</li> <li>• In a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology.</li> </ul>	<p><b>Anecdotal Rationale/Suggestions</b></p>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 5px;"><b>BB</b></td> <td style="padding: 2px 5px;"><b>B</b></td> <td style="padding: 2px 5px;"><b>P</b></td> <td style="padding: 2px 5px;"><b>A</b></td> </tr> <tr> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> <td style="width: 25px; height: 25px; border: 1px solid black;"></td> </tr> </table>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>				
<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>							

#### 4. Student Engagement

Candidate uses: <ul style="list-style-type: none"><li>varied questioning techniques and addresses multiple taxonomies or depths of knowledge.</li><li>appropriate checks throughout lesson to insure that the students comprehend the concepts and skills.</li><li>opportunities for active participation.</li></ul> Students are: <ul style="list-style-type: none"><li>held accountable for completing tasks.</li><li>provided with immediate and specific feedback.</li></ul> Candidate monitors: <ul style="list-style-type: none"><li>lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment.</li></ul>	<b>Anecdotal Rationale/Suggestions</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 5. Guided and Independent Practice

Candidate: <ul style="list-style-type: none"><li>uses activities and/or assignments congruent with the learning goals/objectives.</li><li>Provides expectations, procedures, and practices/models tasks prior to assigning independent practice.</li></ul>	<b>Anecdotal Rationale/Suggestions</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 6. Closure

Candidate: <ul style="list-style-type: none"><li>provides closure to give the students an opportunity to summarize the lesson.</li><li>provides for a smooth transition to the next activity.</li></ul>	<b>Anecdotal Rationale/Suggestions</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 7. Classroom Environment

Candidate: <ul style="list-style-type: none"><li>offers a positive, safe, and secure environment conducive to learning.</li><li>treats students with courtesy and respect.</li><li>stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy.</li><li>acknowledges desirable behaviors.</li><li>eliminates down time.</li></ul>	<b>Anecdotal Rationale/Suggestions</b>	<b>BB</b>	<b>B</b>	<b>P</b>	<b>A</b>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**8. Professionalism**

<b>Candidate:</b> <ul style="list-style-type: none"><li>demonstrates professional dress and manner in conformity with the SVC Education Department Handbook.</li><li>uses correct grammar, vocabulary, and expression in written and oral communications.</li><li>delivers lesson in an effective volume and diction.</li><li>is free of distracting mannerisms.</li><li>conducts herself/himself in an ethical and professional manner.</li><li>works effectively with other faculty and support personnel.</li></ul>	<b>Anecdotal Rationale/Suggestions</b> <table border="1" data-bbox="1161 86 1502 159"><tr><th data-bbox="1161 86 1247 107">BB</th><th data-bbox="1247 86 1333 107">B</th><th data-bbox="1333 86 1419 107">P</th><th data-bbox="1419 86 1502 107">A</th></tr><tr><td data-bbox="1161 107 1247 159"></td><td data-bbox="1247 107 1333 159"></td><td data-bbox="1333 107 1419 159"></td><td data-bbox="1419 107 1502 159"></td></tr></table>	BB	B	P	A				
BB	B	P	A						
<b>Comments/Recommendations:</b>	<b>Total Points:</b>	<b>/80</b>							

\_\_\_\_\_  
Observer's Electronic Signature