

Pre-Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Pre-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>Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors</p> <p>Point Value: 5-6</p>	<p>Basic (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>Point Value: 7-8</p>	<p>Progressing (P) Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; candidate is a successful, effective, and very competent novice teacher.</p> <p>Point Value: 9-10</p>
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1. Planning and Preparation

<p>Candidate's plans are:</p> <ul style="list-style-type: none"> ▪ in the Saint Vincent College format. ▪ reflect the district curriculum/PA Standards/Common Core. ▪ contain clear and relevant behavioral (instructional) objectives. ▪ include adaptations/accommodations for diverse learners and pupils with special needs. ▪ contain sufficient detail and organization to be easily followed, evaluated, and taught. 	<p>Anecdotal Rationale/Suggestions</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 33%;">BB</td> <td style="text-align: center; width: 33%;">B</td> <td style="text-align: center; width: 33%;">P</td> </tr> <tr> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> </tr> </table>	BB	B	P	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
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2. Introduction to Learning

<p>Candidate:</p> <ul style="list-style-type: none"> ▪ assesses students' prior learning before proceeding with a new lesson. ▪ has a clear connection between appropriate prior and new learning. ▪ clearly communicates new learning goals/objectives in observable and measurable terms. ▪ motivates students to participate. 	<p>Anecdotal Rationale/Suggestions</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 33%;">BB</td> <td style="text-align: center; width: 33%;">B</td> <td style="text-align: center; width: 33%;">P</td> </tr> <tr> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> </tr> </table>	BB	B	P	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
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3. Delivery of Instruction

<p>Candidate displays:</p> <ul style="list-style-type: none"> ▪ ample content knowledge and enthusiasm. ▪ interest in the subject matter and a positive attitude towards the class. ▪ appropriate models for students. <p>Candidate presents info:</p> <ul style="list-style-type: none"> ▪ matched to the lesson objectives. ▪ sequenced so that the class can easily process at the proper level of difficulty. ▪ adapted for diverse learners and students with special needs. ▪ in a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. 	<p>Anecdotal Rationale/Suggestions</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 33%;">BB</td> <td style="text-align: center; width: 33%;">B</td> <td style="text-align: center; width: 33%;">P</td> </tr> <tr> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 100%; height: 20px;" type="text"/></td> </tr> </table>	BB	B	P	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
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4. Student Engagement

<p>Candidate uses:</p> <ul style="list-style-type: none">varied questioning techniques and addresses multiple taxonomies or depths of knowledge.appropriate checks throughout lesson to ensure that the students comprehend the concepts and skills.opportunities for active participation. <p>Students are:</p> <ul style="list-style-type: none">held accountable for completing tasks.provided with immediate and specific feedback. <p>Candidate monitors:</p> <ul style="list-style-type: none">lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment.	Anecdotal Rationale/Suggestions	<table border="1"><tr><td>BB</td><td>B</td><td>P</td></tr><tr><td></td><td></td><td></td></tr></table>	BB	B	P			
BB	B	P						

5. Guided and Independent Practice

<p>Candidate:</p> <ul style="list-style-type: none">uses activities and/or assignments congruent with the learning goals/objectives.provides expectations, procedures, and practices/models tasks prior to assigning independent practice.	Anecdotal Rationale/Suggestions	<table border="1"><tr><td>BB</td><td>B</td><td>P</td></tr><tr><td></td><td></td><td></td></tr></table>	BB	B	P			
BB	B	P						

6. Closure

<p>Candidate:</p> <ul style="list-style-type: none">provides closure to give the students an opportunity to summarize the lesson.provides for a smooth transition to the next activity.	Anecdotal Rationale/Suggestions	<table border="1"><tr><td>BB</td><td>B</td><td>P</td></tr><tr><td></td><td></td><td></td></tr></table>	BB	B	P			
BB	B	P						

7. Classroom Environment

<p>Candidate:</p> <ul style="list-style-type: none">offers a positive, safe, and secure environment conducive to learning.Makes appropriate transitions.treats students with courtesy and respect.stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy.acknowledges desirable behaviors.eliminates down time.	Anecdotal Rationale/Suggestions	<table border="1"><tr><td>BB</td><td>B</td><td>P</td></tr><tr><td></td><td></td><td></td></tr></table>	BB	B	P			
BB	B	P						

8. Professionalism

Candidate: <ul style="list-style-type: none">▪ demonstrates professional dress and manner in conformity with the SVC Education Department Handbook.▪ uses correct grammar, vocabulary, and expression in written and oral communications▪ delivers lesson in an effective volume and diction,▪ is free of distracting mannerisms▪ conducts herself/himself in an ethical and professional manner▪ works effectively with other faculty & support personnel.	Anecdotal Rationale/Suggestions	BB <input type="text"/>	B <input type="text"/>	P <input type="text"/>
Comments/Recommendations:			Total Points:	/80

Observer Electronic Signature