

Pre-Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Pre-Student Teacher: _____ Grade: _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Observer's Signature: _____ Date of Observation: _____

Score Guide:

Check boxes of the teaching behaviors the candidate displays in each category. Blank check boxes are for observer to add a description not included in the category list, if needed. For each category, choose a rating. Fractional points are permitted. Total grade is out of 80 points. In the comment section provide strengths demonstrated, growth shown, or improvements needed by the candidate.

<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"> <input type="checkbox"/> in the Saint Vincent College format. <input type="checkbox"/> reflect the district curriculum/PA Standards/Common Core. <input type="checkbox"/> contain clear and relevant behavioral (instructional) objectives. <input type="checkbox"/> include adaptations/ accommodations for diverse learners and pupils with special needs. <input type="checkbox"/> contain sufficient detail and organization to be easily followed, evaluated, and taught. <input type="checkbox"/> 	<p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">BB</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

2. Introduction to Learning

<p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assesses students' prior learning before proceeding with a new lesson. <input type="checkbox"/> has a clear connection between appropriate prior and new learning. <input type="checkbox"/> clearly communicates new learning goals/objectives in observable and measurable terms. <input type="checkbox"/> motivates students to participate. <input type="checkbox"/> 	<p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">BB</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

3. Delivery of Instruction

<p>Candidate displays:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ample content knowledge and enthusiasm. <input type="checkbox"/> interest in the subject matter and a positive attitude towards the class. <input type="checkbox"/> appropriate models for students. <p>Candidate presents info:</p> <ul style="list-style-type: none"> <input type="checkbox"/> matched to the lesson objectives. <input type="checkbox"/> sequenced so that the class can easily process at the proper level of difficulty. <input type="checkbox"/> adapted for diverse learners and students with special needs. <input type="checkbox"/> in a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. <input type="checkbox"/> 	<p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">BB</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P			
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4. Student Engagement

<p>Candidate uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. <input type="checkbox"/> appropriate checks throughout lesson to ensure that the students comprehend the concepts and skills. <input type="checkbox"/> opportunities for active participation. <p>Students are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> held accountable for completing tasks. <input type="checkbox"/> provided with immediate and specific feedback. <input type="checkbox"/> Candidate monitors: <input type="checkbox"/> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. <input type="checkbox"/> 	<p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">BB</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

5. Guided and Independent Practice

<p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses activities and/or assignments congruent with the learning goals/objectives. <input type="checkbox"/> provides expectations, procedures, and practices/models tasks prior to assigning independent practice. <input type="checkbox"/> 	<p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">BB</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">P</td> </tr> <tr> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

6. Closure

<p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides closure to give the students an opportunity to summarize the lesson. <input type="checkbox"/> provides for a smooth transition to the next activity. <input type="checkbox"/> 	<p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">BB</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">P</td> </tr> <tr> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> </tr> </table>	BB	B	P			
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7. Classroom Environment

<p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offers a positive, safe, and secure environment conducive to learning. <input type="checkbox"/> Makes appropriate transitions. <input type="checkbox"/> treats students with courtesy and respect. <input type="checkbox"/> stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. <input type="checkbox"/> acknowledges desirable behaviors. <input type="checkbox"/> eliminates down time. <input type="checkbox"/> 	<p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">BB</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">P</td> </tr> <tr> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> </tr> </table>	BB	B	P			
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8. Professionalism

<p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. <input type="checkbox"/> uses correct grammar, vocabulary, and expression in written and oral communications <input type="checkbox"/> delivers lesson in an effective volume and diction, <input type="checkbox"/> is free of distracting mannerisms <input type="checkbox"/> conducts herself/himself in an ethical and professional manner <input type="checkbox"/> works effectively with other faculty & support personnel. <input type="checkbox"/> 	<p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">BB</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">P</td> </tr> <tr> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> <td style="width: 33px; height: 25px;"></td> </tr> </table>	BB	B	P			
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Space for comments, grading rationale, descriptions of strengths, improvements, and/or growth:

Total Points:	/80
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