

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 below):

<p>Below Basic (BB) Student is very limited; does not illustrate a working knowledge of the descriptors</p> <p>Point Value: 5</p>	<p>Basic (B) Student 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</p>	<p>Progressing (P) Student 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; very competent candidate</p> <p>Point Value: 10</p>
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1. Planning/Preparation: Written Lesson Plan

<p>Student'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. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: none; padding: 5px;">BB</td> <td style="border: none; padding: 5px;">B</td> <td style="border: none; padding: 5px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> </tr> </table>	BB	B	P			
BB	B	P					

2. Anticipatory Set: Motivation Techniques

<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assesses pupil's 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. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: none; padding: 5px;">BB</td> <td style="border: none; padding: 5px;">B</td> <td style="border: none; padding: 5px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> </tr> </table>	BB	B	P			
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3. Delivery: Strategies and Materials

<p>Student 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. <p>Student 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. 	<p style="text-align: center;">Anecdotal Response/Suggestions</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: none; padding: 5px;">BB</td> <td style="border: none; padding: 5px;">B</td> <td style="border: none; padding: 5px;">P</td> </tr> <tr> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> <td style="border: 1px solid black; width: 33%; height: 30px;"></td> </tr> </table>	BB	B	P			
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4. Student Engagement/Formative Assessment: Embedded Checking/Assessment Techniques

<p>Student uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> proper questioning techniques. <input type="checkbox"/> ample checks and throughout lesson to ensure that the pupils comprehend the concepts and skills. <p>Pupils are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actively participating. <input type="checkbox"/> held accountable for completing tasks. <input type="checkbox"/> provided with immediate and specific feedback. <p>Student monitors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	BB	B	P			
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5. Guided and Independent Practice: Extending Activities

<ul style="list-style-type: none"> <input type="checkbox"/> Student uses activities and/or assignments congruent with the learning goals/objectives. <input type="checkbox"/> Student provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	BB	B	P			
BB	B	P						

6. Evaluation/Closure: Concluding Strategies

<ul style="list-style-type: none"> <input type="checkbox"/> Student provides closure before independent practice to give the pupils an opportunity to summarize the lesson. 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	BB	B	P			
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7. Classroom Environment/Classroom Management

<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offers a positive, safe, and secure environment conducive to learning. <input type="checkbox"/> treats pupils with courtesy and respect. <input type="checkbox"/> stops, identifies, and immediately corrects inappropriate behavior 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	BB	B	P			
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8. Communication Skills: Professionalism

<p>Student:</p> <ul style="list-style-type: none"> <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"/> is able to work effectively with other personnel 	<p>Anecdotal Response/Suggestions</p>	<table border="1"> <tr> <td style="text-align: center;">BB</td> <td style="text-align: center;">B</td> <td style="text-align: center;">P</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	BB	B	P			
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Comments/Recommendations:

Student Signature

Observer Signature