

***South Carolina Teaching Standards***

***Lesson Observation Form***

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| Teacher Candidate: | Date: |
| Classroom Teacher: | School: |
| University Supervisor: | Grade/Subject: |
| Date of CT/US/Student formal lesson evaluation conference: | |

* The rubric for *Proficient* is indicated in the form below; Performance levels with performance criteria are provided at levels 4, 3, 2, and 1.
* A score of *3-Proficient* is considered proficient and is appropriate for a preservice teacher entering the teaching profession. Please choose the score that represents consistency in a majority of the bullets of a single score.

***Exemplary (4)***: Consistent evidence of student centered learning/student ownership of learning; teacher facilitates the learning

***Proficient (3)***: Some evidence of student centered learning/student ownership of learning; teacher facilitates the learning

***Needs Improvement (2)***: Moving towards student centered learning/student ownership of learning; consistent reliance on teacher direction

***Unsatisfactory (1)***: Heavy emphasis on teacher direction; minimal evidence of student ownership of learning

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| **Domain: Designing & Planning Instruction** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Instructional Plans*:** Include objectives aligned to standards; activities, materials, and assessments are aligned to standards, are intentionally sequenced, and build on prior student knowledge; lesson plan is appropriate for the age and knowledge of the students and provides opportunities to accommodate individual student needs (ADEPT 1A, 1B, 1C, 2A, 2C, 3B)  ***Student Work***: Assignments require students to interpret and analyze information, draw conclusions and support conclusions through writing; student work should connect what they are learning to life experiences (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3B)  ***Assessment***: Assessments are aligned to standards and have clear and measurable criteria (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3A, 3B, 3C) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |

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| **Domain: The Learning Environment** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Expectations:***Are high and demanding for every student; students are encouraged to learn from mistakes; teacher creates experiences where students can experience success; students complete work according to teacher expectations (ADEPT 4A, 4B, 8C, 9B)  ***Managing Student Behavior:***Students are on-task; expectations and rules have been established for behavior; different techniques are used to motivate students; disruptions are addressed (ADEPT 1E, 8B, 9A, 9C)  ***Environment:*** The classroom is welcoming and organized and understandable to students; resources and supplies are accessible; student work is displayed; promotes individual and group learning (ADEPT 8A, 8B)  ***Respectful Culture:***All interactions are respectful and friendly; teacher is receptive to interests and opinions of the students (ADEPT 8B, 8C, 9A) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |

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| **Domain: Instruction** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Standards and Objectives:***Are communicated, aligned and sequenced, connected, and clear (ADEPT 1B, 2A, 4A, 7A)  ***Motivating Students:***Content is relevant, meaningful, and engaging; exploration, inquiry, curiosity, and effort are valued (ADEPT 1E, 4B, 4C, 6C)  ***Presenting Instructional Content:***Visuals, examples, and modeling are used when appropriate; communication is clear; intentional sequencing is demonstrated (ADEPT 5A, 5C, 6B, 6C)  ***Lesson Structure and Pacing:***The lesson is coherent (beginning, middle, and end); no time is lost; routines are established; pacing is appropriate and allows students to progress at different rates (ADEPT 6C, 9B, 9C)  ***Activities and Materials:***Support the lesson objectives, are challenging, incorporate appropriate technology, elicit a variety of thinking, are relevant, provide opportunities for student-student interaction, provide students with choices, induce curiosity, and sustain attention (ADEPT 5B, 5C, 6C)  ***Questioning:***Question types are varied, purposeful, and sequenced intentionally; wait time is used; active responses are required; volunteers and non-volunteers are called on; students generate questions to further inquiry (ADEPT 5C, 7A)  ***Academic Feedback*:** Oral and written feedback is academic focused; frequently given; feedback from students is used to guide instruction; teacher invites students to give feedback to one another (ADEPT 7A, 7B, 7C)  ***Grouping Students:***Instructional groupingmaximizes student learning; group composition is varied; students are held accountable for group and individual work (ADEPT 5B, 5C)  ***Teacher Content Knowledge***: Accurate content knowledge is demonstrated; subject-specific strategies are used; key ideas are highlighted; depth of coverage is a focus (ADEPT 5A, 5B, 6A, 6B)  ***Teacher Knowledge of Students:***Differentiated instructional methods are used; student interests and cultural heritage is incorporated; the teacher demonstrates an understanding of anticipated responses, common misconceptions, and possible learning difficulties (ADEPT 5A, 6B)  ***Thinking:***At least one type of thinking is taught and used (analytical, practical, creative, research-based); students generate ideas and alternatives and analyze problems from multiple perspectives (ADEPT 5B)  ***Problem Solving****:* Activities are implemented that teach and reinforce at least two types of problem solving (abstraction, categorization, drawing conclusions/justifying solutions, predicting, observing and experimenting, improving solutions, identifying relevant and irrelevant information, generating ideas, creating and designing) (ADEPT 5B) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |