

Dixie State University
Department of Education
ELED Student Teaching Formal Lesson Observation

This is: ___ Lesson 1 ___ Lesson 2 ___ Lesson 3 ___ Lesson 4

SP2021

Student: _____ Supervisor: _____ Mentor: _____

School: _____ Grade: _____ Lesson Title: _____ Date: _____ Time: _____

1=Unacceptable -Student demonstrates limited knowledge, makes errors, is not able to perform task successfully, uses inappropriate instructional strategies, or makes inappropriate decisions.	2=Below Basic Skills	3=Basic Skills -Student demonstrates basic skill and generally meets the indicator. He/she accomplished the task most of the time.	4=Proficient Skills -Student demonstrates proficient skills and consistently meets the indicators. He/she accomplished the task almost all of the time
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Learner and Learning

Rating

Comments

S1: Plans instruction to explicitly address each student's learning strengths, interests, and needs.		
S2: Uses a variety of instructional strategies for students to apply content and language knowledge.		
S3: Maintains and reinforces consistent procedures and standards to develop self-directed learners.		
S3: Deals professionally and effectively with inappropriate behavior.		
S3: Establishes a positive learning climate of openness, respectful interactions, support, and inquiry.		
S3: Constructs learning experiences that require students to be actively engaged in learning.		
S2: Encourages students to share and respect diverse perspectives.		
Core Theme 1 Total _____ divided by _____ (# of scores) = Mean Score _____		

Instructional Practice

S4: Communicates accurate content knowledge and concepts.		
S6: Plans instruction based on Utah Core Standards.		
S6: Designs and aligns instruction with learning objectives.		
S7: Introduces lessons and states learning objectives.		
S7: Uses technology as appropriate to enhance instruction and support student learning.		
S7: Maintains attention, appropriately paces lessons, and makes smooth transitions.		
S7: Gives clear directions and explanations.		
S7: Provides closure to lessons that includes student interactions, reflection and/or demonstration.		
S7: Uses a variety of questions or tasks that promote higher order thinking.		
S4: Supports students in learning and using academic language accurately and meaningfully.		
S5: Uses pre-assessments/formative/summative assessments that match learning objectives.		
S7: Delivers instruction that provides for different ways of demonstrating learning.		
S7: Provides explicit instruction that takes into account prior experiences/knowledge of learners.		
S5: Provides specific feedback to guide students in producing quality work.		
S5: Uses data to assess student learning to reflect and adapt for differentiated instruction.		
S6: Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, and resources.		
Core Theme 2 Total _____ divided by _____ (# of scores) = Mean Score _____		

Professional Responsibility

S8: Willingly accepts and uses feedback from multiple sources (mentors, supervisors, peers) to establish goals and improve practice.		
S10: Demonstrates a professional disposition which includes demeanor, appearance, preparedness, promptness, and moral and ethical conduct.		
Core Theme 3 Total _____ divided by _____ (# of scores) = Mean Score _____		
Lesson Total _____ divided by _____ (# of scores) = Overall Mean Score _____		

Post Lesson Observation Conference

How did you collaborate with your mentor teacher to ensure student growth and success in this lesson?

Who learned what? Can you describe why or why not?

What changes would you make to the lesson if you were to teach it again? Why?

What are some of your strengths and areas for growth with respect to this lesson?

Setting goals: List up to three goals for future teaching, subject matter knowledge, or teaching disposition that you would like to work on: (DSU student writes these with possible suggestions from supervisor).

1.

2.

3.

Additional questions: (if time allows)

In your own words what was the main concept and overall goal of your lesson? What do you think the students knew about this concept before the lesson? How many of the students do you think learned the concept and met your overall goal? How do you know the students learned the concept? If you taught the lesson again, is there anything you might do differently? If so, what would you do?

Additional notes (if needed):

Supervisor Signature _____

Student Signature _____