

Dixie State University Education Department Formal Lesson/Instruction Evaluation-Elementary

***Student Teaching () ***SEE ()

Student: _____ Supervisor: _____ Mentor: _____
 School: _____ Grade: _____ Lesson Title: _____ Subject: _____ 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 <i>generally</i> meets the indicator. He/she accomplished the task most of the time.	4=Proficient Skills -Student demonstrates proficient skills and <i>consistently</i> meets the indicators. He/she accomplished the task almost all of the time
---	-----------------------------	--	--

Learner and Learning **Rating** **Comments**

S1: Adapts 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.	
S2: Engages students in analyzing ideas from diverse perspectives.	
S2: Incorporates tools of language development into planning and instruction of ELL's and supports development of English proficiency	
S3: Constructs learning experiences that require students to be actively engaged in learning.	
S3: Establishes and monitors 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.	
Core Theme 1 Total _____ divided by _____ (# of scores) = Mean Score _____	

Instructional Practice

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

Professional Responsibility

S8: Demonstrates continuous growth in technological competency.	
S8: Willingly accepts and uses feedback from multiple sources (mentors, supervisors, peers) to establish goals and improve practice.	
S9: Collaborates with and demonstrates a professional disposition with mentors, supervisors, peers, and students.	
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

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 _____