

## UNC STEP 363 & PB Practicum I Lesson Observation & Evaluation Form

### 1. General Information

Teacher Candidate: \_\_\_\_\_ Evaluator: \_\_\_\_\_  
 Partner School: \_\_\_\_\_ Host Teacher: \_\_\_\_\_  
 Grade Observed: \_\_\_\_\_ Class Observed: \_\_\_\_\_ Topic Observed: \_\_\_\_\_  
 Date: \_\_\_\_\_ Start/End Time: \_\_\_\_\_ Student # by Gender: \_\_\_\_\_

Identify the diverse academic and/or behavior needs of your students:

### 2. Please select the appropriate evaluator role

Host Teacher: \_\_\_\_\_ CEBS: \_\_\_\_\_ Content: \_\_\_\_\_ Other: \_\_\_\_\_

### 3. Please select the appropriate document status

\_\_\_\_\_ 1<sup>st</sup> Observation \_\_\_\_\_ 2<sup>nd</sup> Observation \_\_\_\_\_ 3<sup>rd</sup> Observation \_\_\_\_\_ Other

### 4. Please select the candidate's content area

Biology	Chemistry	Chinese
Earth Science	English/Communications	English as Second Language
French	Geography	German
History	Mathematics	Physics
Social Science	Spanish	Theatre Arts

### 5. Please check appropriate setting:

\_\_\_\_\_ High School  
 \_\_\_\_\_ Middle/Junior High School

**Directions:** Please respond to the following items by selecting the appropriate abbreviation based on the following scale:

N/A = **Not applicable**

0 = **Does not meet standards** – candidate is unlikely to be successful in student teaching (please include comments explaining evaluation)

NI = **Needs Improvement** – candidate needs to make significant adjustments in teaching preparation and performance to succeed in student teaching (please include comments indicating deficiencies and related standards)

AD = **Acceptable Development** – candidate is progressing toward successful student teaching performance

P = **Proficient** – candidate meets expectations for successful student teaching performance

A = **\*Advanced** - candidate exceeds expectations toward successful student teaching performance (\* used to make note of exceptional performance)

**Standard 1: Teachers demonstrate mastery of and pedagogical expertise in the content they teach**

6. \_\_\_\_\_ TC aligns instruction to Colorado Academic Standards (A)
7. \_\_\_\_\_ TC demonstrates knowledge of student literacy development by providing opportunities for students to apply literacy skills (B)
8. \_\_\_\_\_ TC demonstrates knowledge of mathematics by incorporating mathematics into the lesson (C)
9. \_\_\_\_\_ TC demonstrates thorough knowledge of content by using instructional materials that are accurate and appropriate for the lesson (D)
10. \_\_\_\_\_ TC demonstrates thorough knowledge of content by providing explanations of content that are accurate, clear, and concise (D)
11. \_\_\_\_\_ TC employs a variety of instructional strategies to address student needs (D)
12. \_\_\_\_\_ TC provides opportunities for students to review prior learning (E,F)
13. \_\_\_\_\_ TC makes instruction and content relevant to students (F)

**Standard 2: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students**

14. \_\_\_\_\_ TC contributes to the establishment of a classroom environment that facilitates mutual respect and positive relationships (A)
15. \_\_\_\_\_ TC contributes to the establishment of a classroom environment that is conducive to learning (A)
16. \_\_\_\_\_ TC demonstrates a respect for diversity (B)
17. \_\_\_\_\_ TC engages students as individuals with unique interests and strengths (C)
18. \_\_\_\_\_ TC asks appropriately challenging questions of all students (C)
19. \_\_\_\_\_ TC contributes to the establishment of a learning environment characterized by acceptable student behavior and appropriate intervention strategies (F)
20. \_\_\_\_\_ TC uses time efficiently, fully, and effectively (F)

**Standard 3: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students**

21. \_\_\_\_\_ TC lesson plan is complete based on incorporation of the following elements:
  - \_\_\_\_\_ Appropriate Colorado Academic Standards
  - \_\_\_\_\_ Measurable learning objectives
  - \_\_\_\_\_ Technology appropriate to lesson delivery
  - \_\_\_\_\_ Assessment of prior knowledge
  - \_\_\_\_\_ Incorporation of a variety of instructional strategies
  - \_\_\_\_\_ Incorporation of literacy
  - \_\_\_\_\_ Incorporation of mathematics
  - \_\_\_\_\_ Informal assessment
  - \_\_\_\_\_ Formal assessment
  - \_\_\_\_\_ Accommodations for struggling learners
  - \_\_\_\_\_ Differentiation for diverse learners
  - \_\_\_\_\_ Lesson closure

22. \_\_\_\_\_ TC informally assesses student understanding and utilizes assessment to modify instruction (B,H)
23. \_\_\_\_\_ TC formally assesses student achievement and utilizes assessment to modify instruction (B,H)
24. \_\_\_\_\_ TC implements effective instructional practices to meet the developmental and academic needs of students (C)
25. \_\_\_\_\_ TC utilizes appropriate available technology in instruction to maximize student learning (D)
26. \_\_\_\_\_ TC provides opportunities for students to develop critical thinking and problem solving skills (E)
27. \_\_\_\_\_ TC sets high expectations for all student (E)
28. \_\_\_\_\_ TC provides students with opportunities to work in teams and develop leadership qualities (F)
29. \_\_\_\_\_ TC communicates effectively, making learning objectives clear and providing appropriate models of language (G)
30. \_\_\_\_\_ TC facilitates appropriate closure

**Standard 4: Teachers reflect on their practice**

31. \_\_\_\_\_ TC reflects on practice and plans for improving practice

**Standard 5: Teachers demonstrate leadership**

32. \_\_\_\_\_ TC demonstrates leadership in their schools (A)
33. \_\_\_\_\_ TC demonstrates high ethical standards (D)

**Standard 6: Teachers take responsibility for student academic growth**

34. \_\_\_\_\_ TC collects and analyzes student data to inform instruction

35. Strengths of Lesson and Teaching Ability:

36. Focus for Improvement:

37. Please include any additional information you would like to be documented.

**38. Based on the ratings above, please provide an **OVERALL** rating of the lesson.**

- \_\_\_\_\_ **\*Advanced** – candidate exceeds expectations toward successful student teaching performance (\* used to make note of exceptional performance)
- \_\_\_\_\_ **Proficient** – candidate meets expectations for successful student teaching performance
- \_\_\_\_\_ **Acceptable Development** – candidate is progressing toward successful student teaching performance
- \_\_\_\_\_ **Need Improvement** – candidate needs to make significant adjustments in teaching preparation and performance to succeed in student teaching (please include comments indicating deficiencies and related standards)
- \_\_\_\_\_ **Does not meet standards** – candidate is unlikely to be successful in student teaching (please include comments explaining evaluation)

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Teacher Candidate's Signature*

STEP 363/Practicum I

**Teacher Candidate Lesson Reflection Guidelines and Evaluation Form**

Teacher Candidate: _____	Teacher Candidate ID: _____
Partner School: _____	Host Teacher: _____
Grade observed: _____	Class observed: _____
Topic observed: _____	Topic observed: _____
Evaluator: _____	Date: _____

After considering the preparation for and the implementation of the lesson, write a reflection on your experience (no more than 2 pages). Please include one pertinent strength of the lesson and one way to focus on improvement for the next lesson. Attach rubric to reflection for evaluation. **Reflection may be presented verbally at the discretion of the Evaluator. Please check with your evaluator to confirm the appropriate expectation.**

Post-Instruction	Level of Performance			
Reflection	Does Not Meet Standard	Needs Improvement	Meets Expectations	Exceeds Expectations
Self evaluation Teacher candidates will evaluate his/her own performance and assess the professional development options necessary to improve that performance. (8.5)	Include justification/rationale  <input type="checkbox"/>	<ul style="list-style-type: none"> <li>reflection includes one strength and one area of adjustment/improvement for the lesson</li> <li>either may not be entirely pertinent or accurate to the lesson observed</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>reflection includes one pertinent and accurate strength and one area of adjustment/improvement for the lesson observed</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>reflection includes one pertinent and accurate strength and one area of adjustment/improvement for the lesson</li> <li>reflection is thoughtful and insightful</li> </ul> <input type="checkbox"/>

Comments: