Lesson Observation Directions:

Candidates should observe five lessons and write a comprehensive report and reflective summary for each observation. This requirement is intended to support the candidate’s ability to learn through the observation of a veteran teacher. Careful observation and thoughtful analysis of lessons promotes the growth of sound teaching practices.

The teacher candidate must remember that he/she is a guest in the host teacher’s classroom. Accordingly, the reason for this observation is not to critically evaluate the host teacher, but rather to identify and observe the use of effective teaching strategies and to expand the teacher candidate’s knowledge base.

Candidates should have the lesson observation form with them during the lesson observation and take notes using the form. Candidates then reflect on the lesson and refer to their notes when writing the lesson observation report using Taskstream.

When writing the lesson observation report candidates should: 1) respond to each category as completely and accurately as possible, 2) use complete sentences, 3) include as many details as possible, 3) use professional vocabulary (e.g. scaffolding, monitoring, wait time, feedback), 4) avoid using names of students within the classroom, and 5) summarize the observational experience and discuss personal understandings and connections.

Lesson Observation Report Format:

- **Physical setting utilized** (Describe the group size, seating arrangement, and unique characteristics evident/needed for this lesson.)
- **Lesson Objective** (Describe the apparent objective(s)/main content.)

**Instructional Sequence**

- **Introduction** (Describe the set; methods used to create student engagement.)
- **Input and Instructional Strategies** (Describe strategies used to teach the content–several may be utilized within one lesson.)
- **Guided Practice** – (Describe how students practice the skill/concept while receiving teacher guidance/feedback.)
- **Closure** – (Describe teacher/student actions to close the lesson.)
- **Supporting Materials** – (Describe materials utilized by teacher and students throughout the lesson.)
- **Differentiated Instruction** – (Describe actions taken to assist students of various learning abilities and learning styles.)
- **Transitions** – (Describe actions taken to help students move from various physical locations during the lesson; actions taken to help students move from various activities within the lesson – e.g. from listening, to working with manipulatives, to writing, to discussion circles, to work completion)
Classroom Management

1. Adaptations/accommodations
2. Teacher verbal prompts/cues
3. Use of non-verbal cues
4. Reinforcement of appropriate behavior/responses
5. Responses to inappropriate behavior/responses
6. Use of proximity control
7. Other observations

Reflective Summary Statement: Discuss the general lesson components, student and teaching actions, and teaching strategies utilized. Your discussion might address teaching actions used to: motivate students, create effective classroom function, and to keep students focused. You might also discuss the teacher’s personal qualities which supported the lesson presentation and his/her relationship with students.