Lesson Observation Form

(for Clinical Faculty to use)

| P20 10 10 10 10 10 10 10 10 10 10 10 10 10 | | | _ | Date: 10/15/15 |
|--|---|--|------------------|------------------|
| Rating Scale | | | Teacher: McCb2 | |
| 5 Excellent | 3 Satisfactory | 1 Needs Improvement | Evaluator: | nunden |
| 4 Very Good | 2 Below Average | X Not Observed, n/a | PF / HE (circle) | Grade: 8 |
| - marking and a second | | | Lesson Topic: Th | roung & Cataling |
| Personal Qualities | | | Comments | , |
| | | | | |
| 4 Entl | husiasm, Energy | | | |
| 5 Self | -confidence | | | |
| 5 Prof | fessionalism | | | |
| 5 Res | pectful of Students and Co | lleagues | | |
| | | 0 | | |
| Teaching Skills and Classroom Management | | | Comments | |
| _5_ App | ropriate Preparation of Eq | uipment; Facilities | | |
| | ctive Behavior Expectation | ; Discipline | | |
| A STATE OF THE PARTY OF THE PAR | ropriate Transitions | | | |
| **** | ctive Use of Time | to the of Coope | | |
| | cient Movement of Studen ety Precautions; Taught and | The state of the s | | |
| _5_ Sale | ety Precautions, raught and | d Observed | | |
| Communication Skills | | | Comments | |
| | 5 Conveys Ideas Clearly | | | |
| Con | siders Students' Interest a | nd Enthusiasm | | |
| 5 Sen | sitive to Student Needs, Ge | ender, Ethnicity, Diversity | | |
| 5 Inte | racts Positively with Stude | nts | | |
| | vides Positive Re-enforcem | ent, Feedback | | |
| The Lesson Plan | | | Comments | |
| | olays Effective Planning and | d Preparation | | |
| * The state of the | s Effective Teaching Metho | | | |
| | elops Appropriate Activitie | es for Topic | | |
| 4 Ada | pts/Adjusts to Students' A | bilities | | |
| 4_ Use | s Appropriate Content Pro | gression | | |
| 5 Prov | vides Maximum Participati | on | | |
| Allo | ws for Creativity and Explo | ration | | |
| | vides Appropriate Evaluation | | | |
| | vides Differentiation of Lea | rning | | |
| 5_ Ove | erall | | | |

Are there any other comments/suggestions you can provide for the Teacher Candidate?