

Please visit the following JIU School of Education web site to access lesson planning templates and other useful resources:

<http://www.international.edu/schools/education/field-experience>



Observation Form for Lesson Plan Delivery

Date:	Course Name:
Teacher Candidate Name:	School Name:
Mentor Name:	JIU Faculty Member Name:
Name of Person Delivering Lesson:	
Name of Person Observing Lesson:	
Primary Content Area of Lesson:	Grade Level(s) of K-12 Students:

To the Observer: The Observation Form for Lesson Plan Delivery provides observers with (1) a structure for observing lessons, and (2) a tool for recording formative feedback or general comments. Features of effective instruction and classroom management are outlined in each section of this tool. These features are provided as examples of instructional elements to consider when observing lesson delivery. Observers are not required to comment on each of the features outlined in this tool. For each section, please use the open space to take notes as you observe the lesson, and the statements in each section as guidelines of what to look for in that area.

Mentor teacher and student feedback is very important to us. If you have suggestions for how we might improve the Observation Form, please contact Mary Spencer at mspencer@international.edu. Thank you!

Teacher Candidate / Instructor Used Best Practices When Delivering Instruction

Teacher Candidate / Instructor:

- Delivered instruction that integrated and/or aligned to state K-12 content standards.
- Delivered instruction using evidence-based practices.
- Delivered instruction that was based on ongoing formal and informal assessment results/pre-assessment.
- Differentiated instruction to fully meet the needs of diverse students (i.e., students who are English language learners, of both genders, from different socioeconomic backgrounds, from different ethnic/racial groups, students with different learning ability levels, etc.).
- Integrated the use of technology and informational resources.
- Integrated mathematical concepts, where appropriate.
- Integrated literacy components (reading, writing, listening and/or writing), when appropriate.
- Delivered instruction that was achievable, meaningful, challenging and motivating for students at various developmental levels.

Observation Notes

Teacher Candidate / Instructor Provided Explicit Instruction

Teacher Candidate / Instructor:

- Set the purpose for instruction and stated the objective of the lesson explicitly.
- Referred to the content standard from which the lesson was developed.
- Modeled new tasks (e.g., "I do. We do. You do.").
- Made eye contact with all students, and spoke clearly while modeling skill.
- Made connection to previously-learned material.
- Provided instructions that had only one interpretation.
- Limited language to demonstration of skill.
- Taught in a purposeful, step-by-step fashion (e.g., through the use of routines).
- Monitored pacing of lesson delivery.
- Differentiated his/her responses to extend student learning or clarify information.
- Provided a closure activity to help students summarize what they learned.

Observation Notes

Teacher Candidate / Instructor Facilitated Comprehension and Vocabulary Development Relative to Content Areas

Teacher Candidate / Instructor:

- Facilitated student summarization / retell and student oral language development.
- Utilized multiple research-based strategies (e.g., visualization, comprehension monitoring, question generation, asking questions, etc.).
- Utilized direct and indirect teaching of vocabulary (including the teaching of word parts and affixes), where appropriate.
- Used student friendly definitions and used new vocabulary in context.

Observation Notes

Teacher Candidate / Instructor Provided Multiple Opportunities for Students to Practice Instructional Tasks to Mastery

Teacher Candidate / Instructor:

- Provided more than one opportunity, for each student, to practice each new skill.
- Provided opportunities for practice after each step in instruction.
- Provided scaffolding to students when needed.
- Elicited group responses when feasible.

Observation Notes

Teacher Candidate / Instructor Engaged Students in Meaningful Interactions During Lesson

Teacher Candidate / Instructor:

- Gained student attention before initiating instruction.
- Paced lesson to maintain attention.
- Maintained close proximity to students.
- Used behavioral routines to foster a disciplined learning environment.
- Provided and elicited background information.
- Used visuals, manipulatives and technology to teach content as necessary.
- Made relationships among concepts overt.
- Engaged students in discourse around new concepts.
- Engaged all students through skilled questioning and use of wait time.
- Used a variety of teaching strategies such as cooperative learning, indirect instruction, inquiry, problem-based learning or concept attainment to engage students in learning.

Observation Notes

Teacher Candidate / Instructor Encouraged Student Effort and Provided Corrective Feedback

Teacher Candidate / Instructor:

- Provided feedback to students during and after task completion that was positive and substantive.
- Provided affirmations for correct responses and for student contributions.
- Promptly corrected errors with provision of correct model / information.
- Promoted students caring for one another and encouraged self advocacy.
- Celebrated or displayed examples of student success.

Observation Notes

Teacher Candidate / Instructor Exhibited Age & Culturally Appropriate Professional Dispositions

Teacher Candidate / Instructor:

- Demonstrated behaviors consistent with ideas of fairness and the belief that all students can learn.
- Provided feedback through use of humor and friendly interventions.
- Treated students with dignity, while maintaining age appropriate interactions.
- Created a culture which values learning, hard work and intellectual risk taking.
- Set behavior standards that are age-appropriate, well communicated and consistently applied.
- Responded appropriately to inappropriate student behaviors.
- Prepared materials that were well chosen, developmentally appropriate and accessible.
- Maximized the use of classroom space to enhance learning.
- Respected the richness of contributions from diverse cultures and utilized the resources of other specialists and families from diverse backgrounds.

Observation Notes

Web Resource Links

[Center On Instruction: Effective Instruction for Adolescent Struggling Readers](#)

[Center on Instruction: Instructional Models and Strategies For Teaching English Language Learners](#)

[Doing What Works: Organizing Instruction and Study To Improve Student Learning](#)

[Doing What Works \(6 Minute Video\): Intentional Teaching -- Mathematics](#)

[Alliance for Excellent Education: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools](#)

[Florida Center for Reading Research: K-5 Student Center Activities and K-3 Instructional Routines](#)

[AdLit.org: Classroom Strategies – Comprehension Instruction Across the Content Areas](#)

School of Education Vision

JIU School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.