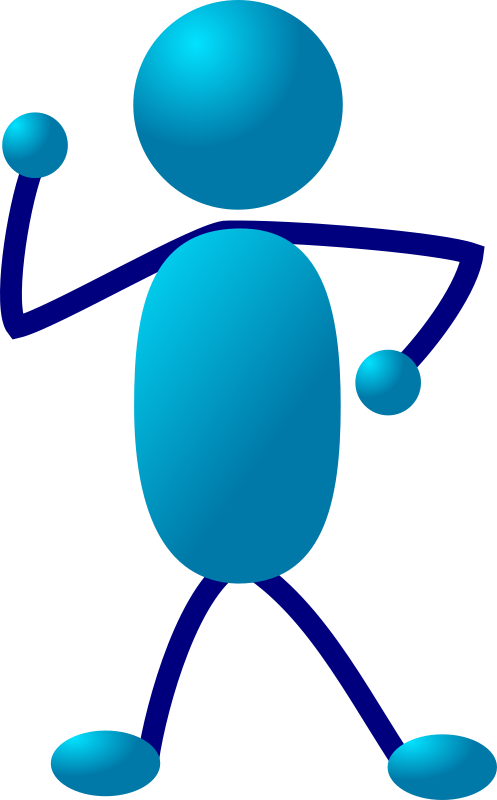
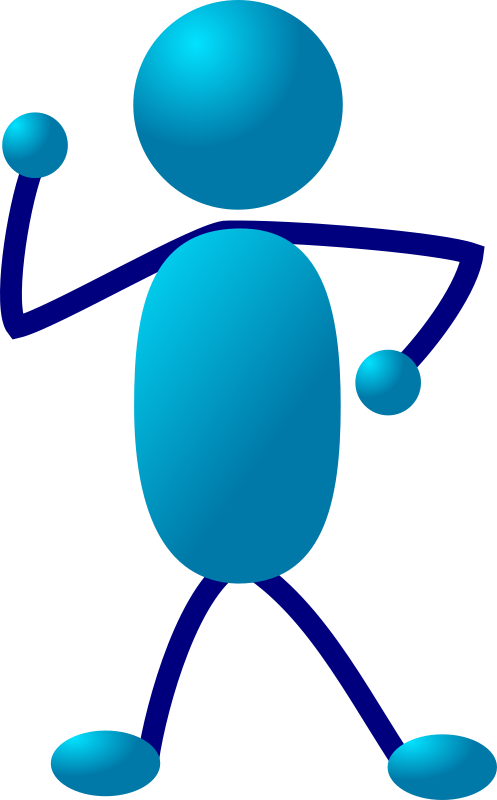
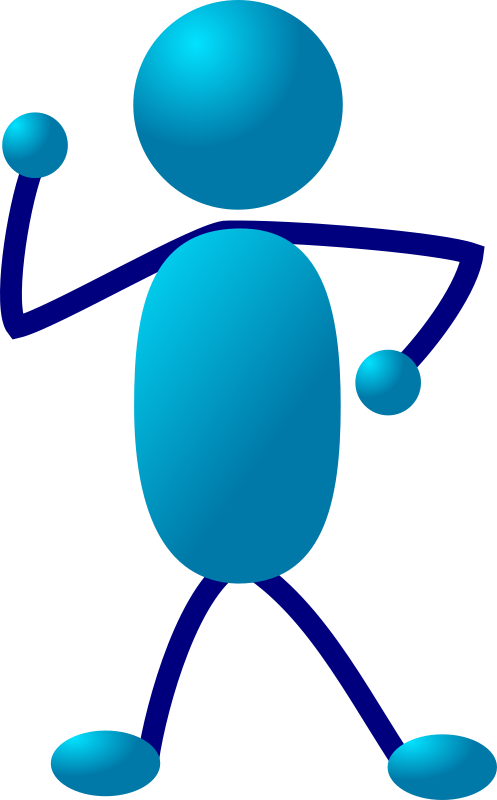
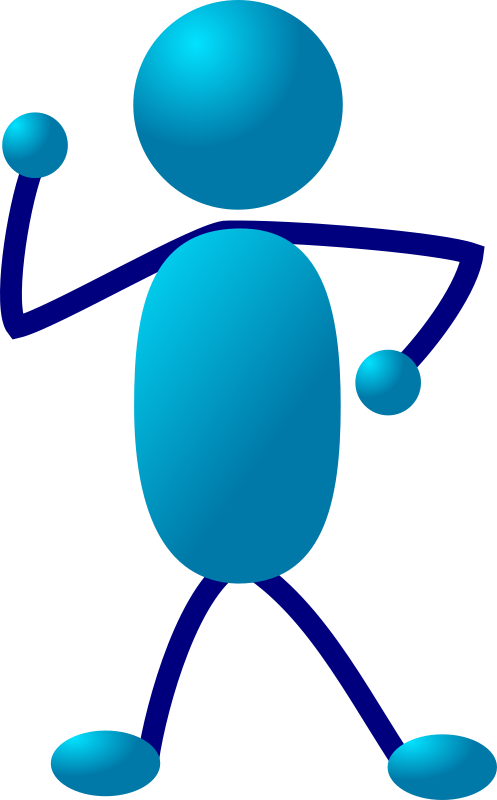
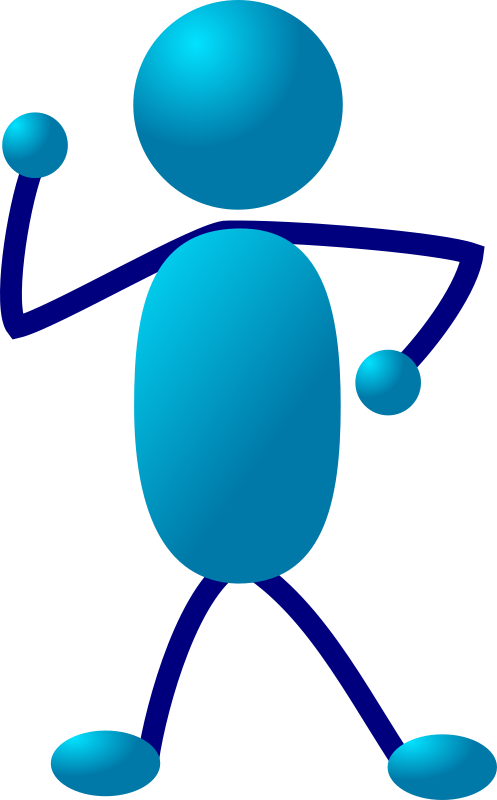
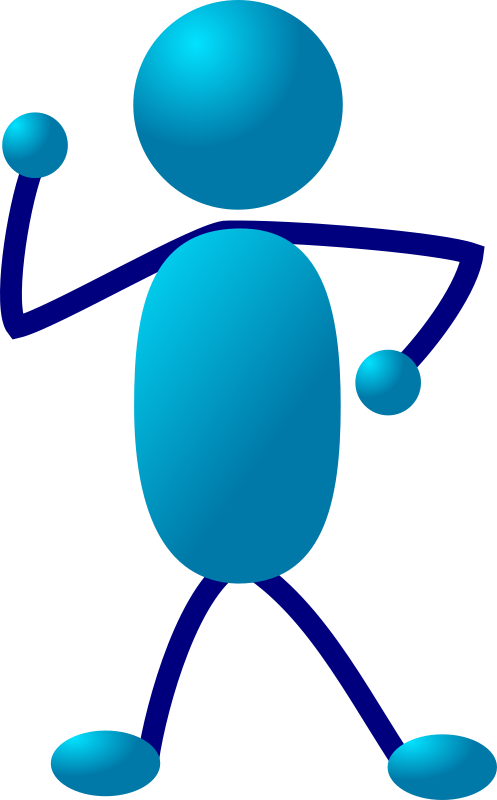
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| ***Lakehead University: Lesson Observation Form*** | | | | | | | | | | | | | | |
| **Teacher Candidate:** | | |  | **Associate Teacher:** | | |  | | | | | | **Date:** |  |
| **School:** |  | | | **Subject/grade/course level observed:** | | | | | |  | | | | |
| **FA / FL:** | |  | | **Rating** | **N/O** | | | **DAE** | **NFD** | | **AR** | **Comments** | | |
| **Professionalism** | | | | | | | | | | | |  | | |
| Demonstrates care, trust, respect, and equity in interactions with students, associate teacher(s), colleagues and advisor | | | | |  | | | **\*** |  | |  |
| Self-assesses effectiveness of instruction; shares ideas for improvement/next steps | | | | |  | | | **\*** |  | |  |
| **Positive Learning Environment** | | | | | | | | | | | |
| Engages in strategic, relationship-building conversations with students | | | | |  | | | **\*** |  | |  |
| Employs proactive, preventive low key management strategies | | | | |  | | | **\*** |  | |  |
| Gains and maintains student attention | | | | |  | | | **\*** |  | |  |
| Implements safe practices and routines to maximize/organize time, space, movement and access to materials | | | | |  | | | **\*** |  | |  |
| Supports independent and collaborative work, giving clear, explicit instructions, and holding students accountable for learning | | | | |  | | | **\*** |  | |  |
| Models initiative and enthusiasm | | | | |  | | | **\*** |  | |  |
| Uses inclusive language | | | | |  | | | **\*** |  | |  |
| Embraces student-centered learning | | | | |  | | | **\*** |  | |  |
| **Teaching Practice** | | | | | | | | | | | |
| Demonstrates proficiency in reading/writing/listening/speaking English/ language of instruction | | | | |  | | | **\*** |  | |  |
| Prepares materials in advance of lesson; begins lesson ready to teach | | | | |  | | | **\*** |  | |  |
| Lesson plan (written) is comprehensive and shows logical development and sequence  (Mental Set, Lesson, Assessment, Consolidation) | | | | |  | | | **\*** |  | |  |
| Demonstrates sufficient content/subject knowledge throughout lesson delivery  (Mental Set, Lesson, Assessment, Consolidation) | | | | |  | | | **\*** |  | |  |
| Develops engaging, developmentally appropriate learning activities, towards specific learning goals, in ways that connect to and extend students’ prior knowledge | | | | |  | | | **\*** |  | |  |
| Uses questions, explanations, modeling, representations, examples and/or repeated practice to scaffold and check student understanding | | | | |  | | | **\*** |  | |  |
| Provides opportunities for students to share their thinking with each other, and to co-create deeper understandings | | | | |  | | | **\*** |  | |  |
| Adapts instruction/pacing/delivery in response to what students do and/or say | | | | |  | | | **\*** |  | |  |
| Begins to/uses differentiated instruction, altering content/delivery/assessment, to meet student needs (N/A practicum one) | | | | |  | | | **\*** |  | |  |
| Uses media and technology to engage learners and extend understanding (N/A practicum one) | | | | |  | | | **\*** |  | |  |
| **Assessment/Evaluation** | | | | | | | | | | | |
| Uses a variety of informal, deliberate assessment methods during lessons to include students in the assessment process, and to assess what students are learning and where they are struggling in relation to specific learning goals | | | | |  | | | **\*** |  | |  |
| Provides specific oral and written feedback to students on their work, delineating ways to improve | | | | |  | | | **\*** |  | |  |
|  | | | | | |  | | | | | | | | |
| **Key: N/O:** Not Observed **DAE:** Developing as expected **NFD:** Needs further development **AR/At Risk:** Far below expectations | | | | | | | | | | | | | | |





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| --- | --- |
| **Process** | **Map of classroom and movement during lesson**  **Front of Classroom – Smart Board** |
| 1. Make an appointment through AT or TC to determine time of the lesson to be observed. 2. Inform both AT and TC of intent to observe and record lesson. 3. Complete observation form. 4. Share completed form and observations with the TC. 5. Save lesson observation to TC’s folder in Google drive. 6. Email copy of lesson observation form to TC (and to FA/FL/PEC as required). 7. Document dates of lesson observations/debriefings.   **Additional Notes:**  **Teacher Candidate comments/next steps** (to be completed by TC)**:**  Faculty Advisor signature: | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |

Personal information on this form is collected under the authority of section 14 of the Lakehead University Act and will be used to support development of teaching practice of the student named herein. The information will be kept secure and confidential at all times, and will be disclosed only to Lakehead University personnel and agents, such as the associate teacher assigned to the student’s placement, who need the information to support the said development. Any questions on this collection should be directed to: Chair, Undergraduate Studies, Faculty of Education, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1. Telephone: 807-343-8520.