Lesson Observation Form

Observation 4

Student Teacher\_\_Olivia Kqira\_\_\_\_\_\_\_\_\_\_ Date\_\_March 18, 2025\_\_\_\_\_\_\_\_\_\_\_\_

**School\_\_\_Steenrod Elementary\_\_\_\_\_\_\_\_\_\_ Grade/Subject\_\_ELA/Grade\_2\_\_\_\_\_ Master Teacher\_\_\_Mrs. Wade\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_C. Burke\_\_\_\_\_\_\_\_\_\_\_**

**3 = Exceptional 2 = Adequate 1 = Minimal N/A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **N/A** |
| **1. Lesson Plan (WVPTS#1)** | | | | |
| Typed plan is provided | X |  |  |  |
| Lesson plan contains West Virginia Content Standards | X |  |  |  |
| Plan identifies methods, procedures, and materials | X |  |  |  |
| **2. Lesson Introduction (WVPTS# 1, 3)** | | | | |
| Teacher grabs the attention of the students You began with “Okay, we talked about contractions yesterday…”. This introduction prompts prior knowledge. With this being the first class as the students return to the classroom, consider welcoming them back. | X |  |  |  |
| Prior knowledge is activated | X |  |  |  |
| Objective for learning is stated | X |  |  |  |
| **3. Instruction (WVPTS 2, 3; ISTE 1,2,3)** |  |  |  |  |
| Teacher provides new information to students in creative way | X |  |  |  |
| Students actively participate in lesson | X |  |  |  |
| Teacher uses several modalities to instruct (visual, auditory, kinesthetic, rhythmic) | X |  |  |  |
| Students are engaged and motivated | X |  |  |  |
| Teacher checks for understanding during the teaching | X |  |  |  |
| **4. Guided/Independent Practice (WVPTS 1,3)** | | | | |
| Directions are clear Consider revisiting the concept of “verb.” It is important to have a clear understanding of the connections that you are helping students make between concepts previously introduced and the new topic. |  | X |  |  |
| Materials are well-prepared and managed | X |  |  |  |
| Practice supports the main objective of lesson | X |  |  |  |
| Practice many include game, art, written, verbal, audio/visual response | X |  |  |  |
| The independent practice activity gives the teacher an accurate assessment of how well each student learned the objective | X |  |  |  |
| **5. Closure (WVPTS 1)** | | | | |
| Teacher closes the lesson by restating the objective and new   learning  After students independently wrote contractions, in a whole class setting, you reviewed their work. | X |  |  |  |
| **6. Professional Presence (WVPTS 2)** | | | | |
| Dress is appropriate | X |  |  |  |
| Management skills are effective | X |  |  |  |
| Voice, eye contact and rapport are suitable | X |  |  |  |
| **7. Student Teaching Notebook is Organized and Updated** | X |  |  |  |

Lesson Observation Form – Rating: 3

Template:

1. Lesson Plan 3
2. Lesson Introduction 3
3. Instruction 3
4. Guided/Independent Practice 3
5. Closure 3
6. Professional Presence 3
7. Student Teaching Notebook 3

Strengths:

* Student engagement

You called each student in the class by name. Students participated in all activities.

In challenging students to correctly determine the spelling of the contraction for “cannot,” you prompted their interest and increased the likelihood that they would remember the contraction. As students independently completed a practice worksheet, you circulated throughout the room.

* Student needs  
  As the class ended, you demonstrated an understanding of student needs. As students placed their completed practice sheets in “the mailbox,” you quietly helped one student who needed your encouragement and support to complete the assignment.

Considerations:

* Clarifying examples

During the lesson, you wrote “she’d” as the contraction for both “she would” and “she had.” You mentioned that students would need to carefully read a sentence containing the contraction to determine whether the contraction replaced “she would” or “she had.” To reinforce and clarify student understanding, challenge students to do just that. Prepare and provide examples of sentences that contained “she’d” and challenge students to determine what words “she’d” was replacing.

* Parts of Speech  
  Throughout the year, it is important to revisit and review previously introduced concepts. The lesson provided an opportunity to review parts of speech with your students Consider discussing any questions regarding the intent or the content of the review with your cooperating teacher. In the review, to avoid causing student misconceptions to develop, it is essential to accurately identify and explain parts of speech.