Lesson Observation Form

Observation 5

Student Teacher\_\_Olivia Kqira\_\_\_\_\_\_\_\_\_\_ Date\_\_March 25, 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 | 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 sharing directions and then restating them in student-friendly terms (to build vocabulary) and then asking students to explain what they believe they are to do. |  | 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 | 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 were eager to participate in all activities, and especially to record their answer using the document camera.

The variety of formats in which students participated and demonstrated their current level of understanding (White boards, worksheet, Elmo) promoted student engagement. (The instructional tools were well-managed; students used them responsibly and stored them as directed.)

You recognized and honored student success in the instructional activities. You asked students to “raise your hand if you have the same thing as \_\_\_\_” and followed with “I saw all of your papers and know that you should all have your hands up.”

In closing this portion of the lesson, you reminded students about “tomorrow’s quiz” and reviewed the purpose of an adjective.

* Student needs/Lesson implementation  
  As the ELA grammar portion of the lesson began, you prompted students’ prior knowledge of parts of speech with, “Remind me. What is an adjective?” When students readily explained, “The adjective talks about the noun,” you prompted, “What is a noun?” In reviewing students’ prior knowledge of nouns and adjectives, you set them up for success in the instructional activities that followed. (You might consider giving students a reason for knowing and recognizing parts of speech.)

You presented prepared sentences and asked students to “Write the adjective on your White board). As you circulated throughout the room, you noticed a student who had identified “sky” as the adjective in the sentence, “The blue sky is clear today” and asked, “What did you tell me earlier about an adjective?” This question helped the student revisit her answer and she correctly noted that “blue” was the adjective modifying or describing the noun, “sky.”

Considerations:

* Directions

Consider carefully explaining the directions for each activity and then asking a student to repeat what they believe they are to do. This can serve to reinforce students’ understanding of the task and help identify misunderstandings.

As the vocabulary worksheet was provided, you asked students to “write the vocabulary word on the corresponding blank.” Students may not have understood your intent; the format and task requirements changed significantly with the new task (matching terms and definitions transitioned to identifying the vocabulary word which would best complete a sentence). Consider using “student-friendly” terms in the directions and asking students to restate the directions.

* Vocabulary/Think Time

In transitioning to review the week’s vocabulary words, you read the each of the words and its definition. Consider including a brief pause (i.e., a breath) after stating each word and definition. This would provide students with “think time.” You then stated a definition and asked students for the associated term; consider providing a moment of think time before calling on individual students for a response. Some students appeared challenged by the vocabulary at this point.

You began the review of the vocabulary worksheet with the statement, “Since everyone has #1 finished…”. Not knowing your time constraints, it appeared that some students were just starting to appreciate the intent of the worksheet and beginning the task. During this review, help student understand why the selected term is the most appropriate response. Help them learn and understand how to approach the challenge presented by the worksheet and to determine the most appropriate word. Explain how to think (and how you would think – i.e., a think aloud demonstration) about finding the correct term.

Include the **definition** of the term as you help students understand why a given word is the correct term. For example, you aptly used the term wheeze in a real-world context for students and explained that “If you are running around on a cold day at recess, you will probably wheeze.” This supported their understanding. Consider following this up with, “If you are running around on a cold day at recess, you will probably breathe with a whistling or rattling sound,” (if that is your definition). This would reinforce the vocabulary and the intent of the task.