

**Teacher Preparation  
Lesson Observation Form for Cooperating Teacher**

Name of Student: \_\_\_\_\_ Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Observation #    1    2    3    4    5    6    7

**STEP 1. PRIOR TO THE LESSON:**

Add comments **after** the lesson

Assign rating **following** the lesson

<b>Indicate targeted areas for improvement from previous observation</b>	<b>Comments</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
1.						
2.						
3.						

COMMENTS

<b>STEP 1. PRIOR TO THE LESSON: PLANNING AND PREPARATION</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
Objectives of lesson are clearly stated, specifying: what the learner will do conditions for performance, and criteria for success.					
Lesson plan reflects solid knowledge of content / concepts to be taught, as well as prerequisite relationships / skills					
Teaching methods, learning activities, and instructional materials are appropriate for achievement of lesson goals/objectives.					
Sufficient detail is provided for each lesson component (so that lesson could effectively be implemented by another).					
Lesson plan shows a coherent sequence.					
Plan for monitoring/documenting student performance relates directly to lesson objective.					
Adaptations and/or accommodations identified for individual students are based on individual student strengths, needs, or IEP goals.					

<b>STEP 3. FOLLOWING THE LESSON: REFLECTION AND PROFESSIONALISM</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
Student Teacher can identify strengths / weaknesses in instructional delivery and management of the instructional environment.					
Student Teacher can articulate if and to what degree objective(s) was/were achieved for each student.					
Student Teacher can articulate next steps in terms of student needs and instructional objectives, methods, and modifications.					
Student Teacher has shown and can articulate areas of growth and improvement since previous observation.					
Student Teacher communicates effectively, both orally and in writing, prior to, during, and following lesson with cooperating teacher, student(s), paraprofessional(s), and related service personnel.					

<b>STEP 2. DURING THE LESSON: CLASSROOM ENVIRONMENT</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
Student Teacher establishes and maintains rapport with students.					
Student Teacher effectively organizes materials and instructional environment.					
Student Teacher effectively maintains student engagement throughout the lesson.					
Student Teacher demonstrates effective use of classroom routines and transitions with little or no loss of instructional time.					
Student Teacher establishes and maintains appropriate standards of classroom behavior.					
<b>INSTRUCTION</b>					
Lesson objectives, expectations, procedures, and explanation of content are clearly communicated to the student(s).					
Opening provides relevance for student(s) in terms of previous learning, relationship to broader context, and/or motivation.					
Student Teacher's knowledge of content/skill being taught is accurate and extensive.					
Content/skill is presented in orderly, detailed fashion (so it is comprehensible to student(s)).					
Student Teacher consistently monitors students' understanding throughout lesson the lesson.					
Student Teacher provides timely and appropriate feedback, reinforcement, and error correction.					
Student Teacher uses prompting and questioning strategies that encourage student participation at multiple stages and levels.					
Student Teacher demonstrates flexibility and responsiveness in meeting the learning needs of students.					
Lesson closing provides relevance to (prior, current, or future) learning and students' lives.					
Student Teacher effectively monitors and records student progress.					

**STEP 3. FOLLOWING THE LESSON: WITH THE STUDENT TEACHER FOLLOWING THE LESSON:**

<b>Supportive Feedback</b>	<b>Targeted Area(s) for Improvement</b>

**Student: Submit completed original form with attached Lesson Plan and Reflection to Dr. Moore.  
Provide a copy of this form to your Cooperating Teacher and University Supervisor (during the Student Teaching Semester).**

## Student Teaching Rating Scale

- I Independent:** The teacher has shown a level of consistent and effective skill in the classroom relevant to the time spent student teaching. This student is capable of working independently with success.
- L Learning:** The student teacher has performed at a satisfactory level in the classroom under the direct guidance and supervision of the cooperating teacher. The student has shown growth and performs well with support at this time. This student has completed assignments adequately.
- NL Needs to Learn:** The student teacher has performed with intermittent success. The student requires significant support or assistance to accomplish the task. Additional reading, observation, and practice are needed for the student teacher to become proficient in this area.
- U Unsatisfactory:** The student teacher has not performed with success. The student has significant difficulties with preparation/implementation or has shown minimal effort or a lack of willingness to make improvements.