Distributed Teacher and Leader Education

**Lesson Evaluation Form (LEF)**

Semester: Fall 20\_\_\_\_\_ Spring 20\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate: Stony Brook Observer:

Teacher Candidate USBID: Cooperating Teacher:

Lesson Level/Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: Subject, Grade, and Other (language, inclusion, etc.):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Planning, Preparation and Implementation** | Ineffective | Developing | Effective | Highly Effective | No  Evidence in this Lesson |
| **1** | Lesson plan includes all necessary elements and reflects relevant state, national, and professional standards, including Common Core reading, writing, and mathematics standards. |  |  |  |  |  |
| **2** | Content and learning goals reflect teacher candidate’s knowledge of the central concepts of the discipline and its modes of inquiry and argumentation. |  |  |  |  |  |
| **3** | Lesson plan provides students with the opportunity to acquire disciplinary vocabulary and develop the relevant academic language. |  |  |  |  |  |
| **4** | Learning goals are developmentally appropriate and are based upon assessment of students’ prior academic knowledge, experience, skills, pre-, and misconceptions. |  |  |  |  |  |
| **5** | Lesson is founded upon essential questions that are designed to promote higher-level thinking skills. |  |  |  |  |  |
| **6** | Instruction and assessment include appropriate adaptations and accommodations for ELLs and/or exceptional students. |  |  |  |  |  |
| **7** | Lesson plan includes assessments that determine the extent to which students have met the lesson learning goals. |  |  |  |  |  |
| **8** | Lesson integrates technology as a learning tool. |  |  |  |  |  |
|  | **Comments:** | | | | | |
|  | **The Classroom Environment** | Ineffective | Developing | Effective | Highly Effective | No  Evidence in this Lesson |
| **9** | Teacher candidate prepares and manages instructional materials in a manner that promotes student learning. |  |  |  |  |  |
| **10** | Teacher candidate has established effective classroom management routines and procedures to optimize instructional time. |  |  |  |  |  |
| **11** | Teacher candidate monitors and responds to student behavior in a manner conducive to a mutually respectful, safe and supportive learning environment. |  |  |  |  |  |
|  | **Comments:** | | | | | |
|  | **Instruction** | Ineffective | Developing | Effective | Highly Effective | No  Evidence in this Lesson |
| **12** | Opening of lesson motivates students and helps prepare them to meet the lesson objectives. |  |  |  |  |  |
| **13** | Teacher candidate leads questioning, facilitates discussion, models disciplinary reasoning, and allows for proper wait time in a manner that promotes higher-level thinking. |  |  |  |  |  |
| **14** | Provides effective feedback in ways that promote student learning. |  |  |  |  |  |
| **15** | Teacher candidate provides students with the opportunity to develop and apply relevant discipline-specific vocabulary and language functions to develop and express their content understanding. |  |  |  |  |  |
| **16** | Teacher candidate uses language, body language, target language (where applicable), voice and eye contact to communicate clearly and appropriately. |  |  |  |  |  |
| **17** | Teacher candidate demonstrates enthusiasm for subject matter and students. |  |  |  |  |  |
| **18** | Teacher candidate effectively uses instructional time. |  |  |  |  |  |
| **19** | Students are engaged in the lesson. |  |  |  |  |  |
| **20** | Teacher candidate integrates authentic, real-world and/or interdisciplinary activities. |  |  |  |  |  |
| **21** | Teacher candidate uses formal and informal assessment to monitor student learning and adapt instruction. |  |  |  |  |  |
| **22** | Students are engaged in collective problem solving using collaborative learning techniques. |  |  |  |  |  |
| **23** | Teacher candidate effectively implements adaptions for ELLs and exceptional students. |  |  |  |  |  |
| **24** | The lesson ending provides productive closure and enables the teacher candidate to assess actual student learning. |  |  |  |  |  |
| **25** | Overall evaluation of lesson |  |  |  |  |  |
|  | **Comments:** | | | | | |
|  | **Professional Responsibilities** | Ineffective | Developing | Effective | Highly Effective | No  Evidence in this Lesson |
| **26** | Teacher candidate seeks input in lesson planning and preparation and incorporates feedback and suggestions from mentoring teachers. |  |  |  |  |  |
| **27** | Teacher candidate arrives on time, is professionally dressed, is well prepared, demonstrates necessary organizational skills, and always returns assignments in a timely fashion. |  |  |  |  |  |
|  | **Comments:** | | | | | |

Observer’s Signature:

I have read this report and discussed it with my supervisor:

Signature of Teacher candidate:

Comments by Teacher candidate