Student Teacher Lesson Observation Form

Student Teacher ____________________________         School _________________________     Class/Level _________________

Observer__________________________________        Lesson  ____________________    Date______________

Rating Scale: Each skill or attribute below should be assessed using this scale; please put the number in the "rating" box next to the item.

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Not Under Student Teacher Control</th>
<th>Not Observed or Observer not Qualified</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>N/O</td>
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<tr>
<td>2</td>
<td>3</td>
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<td>3</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>5</td>
<td></td>
<td>X</td>
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* Items marked with an asterisk must be rated at the Basic level or the student teacher will not be recommended for licensure. In addition, 75% of the other items must be at the Basic level.

Please indicate in this column the line(s) of evidence on which you base the rating: 1) observation, 2) documentary evidence in a work sample or portfolio, etc., 3) conference with the student teacher, cooperating teacher, or others.

The student teacher is able to:

1. Create and maintain a positive classroom environment.
   1a Promotes a positive respectful classroom environment
   1b Uses instructional time effectively/efficiently
   1c Incorporates "student work time" in a way that is productive and appropriate in duration

   Justification for below basic or emerging rating:

2. Plan curriculum and design instruction to enhance student learning.
   *2a Appears to understand the mathematical content
   *2a,c Covers key mathematical concepts/ideas in the lesson
   2b Demonstrates evidence of long range planning
   2c,d Uses the board to demonstrate good mathematical writing style
   *2c,d Demonstrates evidence of careful planning for the current lesson
   2d Ties material to previous mathematical knowledge of the students
   2d Briefly summarizes topic from previous lesson and how it is connect to the current topic
   2e Presents material in a way that is relevant to the students
   2f Uses calculators appropriately

   Justification for below basic or emerging rating:

3. Engage and support all students in learning.
   *3a Answers questions effectively – focuses on why rather than on procedural explanations
   *3a Offers clear mathematical explanations
   *3b Presents concepts in a way that promotes understanding rather than mechanical processes
   3b Asks nontrivial questions that promote thinking
   3b Asks students to justify their thinking (relating to the ideas of proof) and encourages them to ask questions
   3b Is able to keep students engaged (attentive and evidently thinking about the material)
   3b,e Encourages (allows) students to discuss ideas with each other at various points

   Justification for below basic or emerging rating:
4. **Assess and evaluate student learning.**

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<tbody>
<tr>
<td>4b</td>
<td>Measures student learning in some meaningful way during lesson</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4b</td>
<td>Determines the level of student understanding by using feedback from many students, rather than just one or two who understand the material</td>
<td>1 2 3</td>
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Justification for below basic or emerging rating:

5. **Demonstrating professionalism to support student learning**

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<tr>
<td>5c</td>
<td>Maintain professional demeanor and appearance</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Justification for below basic or emerging rating:

Comments:

Signatures:

Student Teacher: ___________________________ Observer: ___________________________

W# (required) ______________________________