**LESSON PLAN AND TEACHING**

 **EVALUATION FORM**

**I. BACKGROUND** **INFORMATION**

Name of teacher candidate……………..

Location of class …………………………

Subject of lesson observed/ grade ……

Observer ………………………………….

Date of observation………………………

Start time …………………………………

End time…………………………………..

II. **CONTEXTUAL BACKGROUND** In the space provided below please give a brief description of the lesson observed, the classroom setting in which the lesson took place (space, seating arrangements, etc.), and any relevant details about the students (number, gender, ethnicity) and the teacher candidate that you think are important. Use diagrams if they seem appropriate. (Attach an extra sheet if necessary).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Planning and Preparation** | **Ineffective****(1)** | **Developing****(2)** | **Effective****(3)** | **Distinguished****(4)** | **No evidence in the lesson** |
| 1. | Lesson plan is aligned with Common Core Math Standards, New York State Code of Ethics for Educators, InTASC Model Core Teaching Standards, and other relevant standards.  |  |  |  |  |  |
| 2. | Lesson content and goals demonstrate teacher candidate’s knowledge of content, mathematical practice, research, and key pedagogical approaches.  |   |  |  |  |  |
| 3.  | Learning objectives are developmentally appropriate, and grounded in assessment of students’ prior knowledge, skills, and interests.  |  |  |  |  |  |
| 4.  | Lesson plan demonstrate a coherent sequence of learning tasks that build on each other and variety of teaching strategies to support student conceptual understanding, procedural fluency, mathematical reasoning and problem solving, and provide opportunity for making connections.  |  |  |  |  |  |
| 5.  | Lesson plan has build-in opportunities for students for mathematical communication, and support for students to acquire vocabulary, and to meet the needs of students with different levels of language learning.  |  |  |  |  |  |
| 6.  | Plan includes appropriate formative and summative assessments, which are strategically designed to monitor and support student learning (conceptual understanding, procedural fluency, and the development of mathematical reasoning and problem solving skills).  |  |  |  |  |  |
| 7. | Plans for instruction and assessment include support and modifications for individual students with varied learning needs (e.g. ELL and exceptional students).  |  |  |  |  |  |
| 8.  | Lesson plan incorporates appropriate instructional tools and technology to enhance learning (e.g. manipulatives, physical models, drawings, virtual environments, spreadsheets, graphing tools, interactive geometry software, calculator, CAS, etc.)  |  |  |  |  |  |
|  | Section Comments: |

When completing the form for a particular teacher candidate please identify for each item the appropriate performance level and mark it with x.

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|  | **The Classroom Environment** | **Ineffective****(1)** | **Developing****(2)** | **Effective****( 3)** | **Distinguished****(4)** | **No evidence in the lesson** |
| 9. | Teacher candidate demonstrates equitable and ethical treatment of all students, builds a good rapport with them and a positive and supportive environment that promotes mutual respect to all and high expectations.  |  |  |  |  |  |
| 10. | Teacher candidate establishes social norms and classroom culture that support mathematical reasoning and sense-making. |  |  |  |  |  |
| 11. | Teacher creates an environment with a high proportion of student talk and a significant amount of it occurs between students.  |   |  |  |  |  |
| 12.  | Teacher candidate establishes effective classroom management routines and procedures to optimize instructional time. |  |  |  |  |  |
| 13. | Teacher candidate monitors and responds to student behavior efficiently and appropriately. |  |  |  |  |  |
|  | Section Comments: |

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|  | **Instruction** | **Ineffective****(1)** | **Developing****(2)** | **Effective****(3)** | **Distinguished****(4)** | **No evidence in the lesson** |
|  | Teacher candidate engages students in developmentally appropriate mathematical activities that require active engagement in building new knowledge. This may include but is not limited to the following: |  |  |  |  |  |
| 14. | Teacher candidate communicates clearly and accurately.  |  |  |  |  |  |
| 15. | Teacher candidate uses adequate questioning, and discussion techniques to facilitate productive discussions with students.  |  |  |  |  |  |
| 16. | Students are actively engaged in collaborative problem solving and thought-provoking learning tasks that deepen and extend their understanding. |  |  |  |  |  |
| 17. | Teacher candidate encourages students to seek alternative methods of mathematical explorations and problem solving, and to reflect and respond to each other’s methods and ideas. |  |  |  |  |  |
| 18. | Teacher candidate helps students acquire mathematics vocabulary, attend to precision, and participate in mathematical discourse. |   |  |  |  |  |
| 19. | Teacher candidate uses representations to develop students understanding of concepts and procedures |  |  |  |  |  |
| 20. | Teacher candidate provides effective feedback in ways that promote student learning. |  |  |  |  |  |
| 21. | Teacher candidate effectively implements adaptations for students with varied learning needs (e.g. ELLs, exceptional students, etc.) |  |  |  |  |  |
| 22. | Teacher candidate uses formal and informal assessment to monitor student learning and adapt instruction. |  |  |  |  |  |
| 23. | Teacher candidate provides productive closure of the lesson. |  |  |  |  |  |
| 24. | Teacher candidate effectively uses instructional time. |  |  |  |  |  |
| 25. | Teacher candidate demonstrates enthusiasm in teaching mathematics. |  |  |  |  |  |
|  | **Post-Observation Interview:** |  |  |  |  |  |
| 26  | Teacher candidate accurately reflects and interprets evidence from diagnostic, formative and summative assessments used in the lesson.  |  |  |  |  |  |
| 27  | Teacher candidate accurately describes how the assessment evidence will inform future planning and instruction.  |  |  |  |  |  |
|  | Section Comments: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Professional Responsibilities**  | **Ineffective****(1)** | **Developing****(2)** | **Effective****(3)** | **Distinguished****(4)** | **No evidence in the lesson** |
| 28. | Teacher candidate seeks input in lesson planning and preparation and incorporates feedback and suggestions from mentoring teachers.  |   |  |  |  |  |
| 29. | Teacher candidate arrives on time, professionally dressed, well prepared, and demonstrates necessary organizational skills.  |  |  |  |  |  |
|  | Comments: |

Scale: 1- Ineffective; 2- Developing; 3- Effective; 4- Distinguished. Please assign 1, 2, 3, or 4 to each of the 1-27 target performances above.

III. TOTAL LESSON EVALUATION (Sum from all rows in the table):

III. OBSERVER’S RECOMMENDATIONS: (Please print and attach comments.)

Observer’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

IV. TEACHER CANDIDATE’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments by Teacher candidate: (Please print and attach comments.)