**Washburn University Student Teacher Evaluation: Formal Instructional Observation**

Student:      Evaluator:

Mentor Teacher:      University Supervisor:

Teaching Date:      School:

Lesson Topic:      Lesson Plan Provided: Yes No

Grade Level:      Group: Whole Small Group

**Performance Ratings: 4=Advanced; 3=Target; 2=Developing; 1=Unsatisfactory; Blank=Not Applicable**

1. **Identified standards and related objective are observed throughout all major phases of the lesson.**

**Performance Rating:** 4.0 3.5 3.0 2.5 2.0 1.5 1.0

1. Introduction is connected to the lesson objectives.
2. Introduction actively engages and motivates students.
3. Introduction makes connection to prior and/or future learning.
4. Goals and objectives are clearly communicated.
5. Lesson activities help meet objectives
6. Lesson focus is consistent
7. Lesson plan implementation is observed or adjusted appropriately.
8. Demonstrates content area knowledge.
9. Closure effectively reinforces lesson objectives.
10. Objectives are met in a measurable and/or observable way
11. Evaluates student achievement using formative assessments.
12. Provides feedback to students.
13. Promotes students’ use of self-assessment.

**COMMENTS:**

1. **Instructional methods and procedures effectively engage students in learning.**

**Performance Rating:** 4.0 3.5 3.0 2.5 2.0 1.5 1.0

1. Differentiates instruction to meet needs of all students, including those with exceptionalities (different cognitive levels).
2. Implements varied strategies throughout lesson (whole brain, multiple intelligences, etc.)
3. Student required to use high level thinking skills (Bloom’s Taxonomy, Depth of Knowledge, etc.)
4. Engages all students rather than just a few.
5. Lesson pace and flow is appropriate for class.
6. Utilizes effective questioning strategies.
7. Effectively integrates reading strategies.
8. Integrates other content areas into lesson.

**COMMENTS:**

1. **Classroom management promotes student learning.**

**Performance Rating:** 4.0 3.5 3.0 2.5 2.0 1.5 1.0

1. Effectively maintains students’ focus on learning.
2. Establishes expectations and applies them consistently.
3. Proactively addresses off-task behaviors.
4. Promotes respectful and productive interactions among students.
5. Uses time effectively (student spends minimal time waiting, materials are ready, transitions are smooth, etc.)
6. Organized and prepared to teach.
7. Professional and consistent control of class.

**COMMENTS:**

1. **Lesson materials, resources and technology enhances student learning.**

**Performance Rating:** 4.0 3.5 3.0 2.5 2.0 1.5 1.0

Integrates a variety of effective materials, resource and/or technology.

1. Technology is used by students.\*
2. Technology is used by teacher candidate.\*

**COMMENTS:** (\* = types of technology and materials used and by whom)

1. **Professional/Disposition**

**Performance Rating:** 4.0 3.5 3.0 2.5 2.0 1.5 1.0

1. Attire is appropriate and professional.
2. Uses correct grammar and tone (written and verbal)
3. Uses appropriate nonverbal communication.
4. Promotes student safety, development and welfare (science, PE, etc.)
5. Demonstrates maturity, effective interpersonal skills, and accepts constructive criticism in a positive manner.
6. Demonstrates appropriate and engage classroom presence.

**COMMENTS:**

**ADDITIONAL COMMENTS:**

**Evaluator’s Signature:** **Date:**

**Student’s Signature:** **Date:**

*Revised, 8/5/2016*