

# Form : "CMU Special Education Direct Instruction Lesson Observation Form"



**Created by :** EHS CAEP Manager  
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**\* Response is required**

## Teacher Candidate Information

**\* School Name**

*No answer specified*

**\* Cooperating Teacher Name**

*No answer specified*

**\* Lesson Date**

**\* Lesson Topic**

*No answer specified*

**\* University Coordinator Name**

*No answer specified*

**\* Observation Number**

Please make a selection... ▼

## Evaluation of Direct Lesson Plan & Instruction

Use the following scale to complete the form: 4 = exceeds expectations, 3 = meets expectations, 2 = making progress, 1 = needs improvement, N/O = not observed.

### Instructional Presentation

**Field Notes related to instructional presentation**

*No answer specified*

**\* Instructional Presentation**

|   | Exceeds | Meets | Making Progress | Needs Improvement | Not Observed |
|---|---------|-------|-----------------|-------------------|--------------|
| Lesson objection was identified and appropriately communicated to students.   |         |       |                 |                   |              |
| Appropriate activated student background knowledge, provided a review of previous content or provided an overview of lesson expectations. |         |       |                 |                   |              |
| Effectively gained student attention.   |         |       |                 |                   |              |
| Provided appropriate explanation of content with examples and non-examples.   |         |       |                 |                   |              |
| Used modeling and think-alouds to promote student learning.   |         |       |                 |                   |              |
| Provided appropriate demonstration of skill/concept with step-by-step instruction.  |         |       |                 |                   |              |
| Utilized effective questioning to engage students and monitor understanding.  |         |       |                 |                   |              |
| Provided various opportunities for students to practice or review new skill/concepts.   |         |       |                 |                   |              |
|   | Exceeds | Meets | Making Progress | Needs Improvement | Not Observed |
| Provided frequent, specific, targeted feedback to students to improve   |         |       |                 |                   |              |

performance.

Arranged lesson environment to promote student attention, participation, and understanding (i.e. used manipulatives, engaging materials, etc.)

Students were engaged, on-task, and/or participating.

Provided frequent and varied opportunities for students to respond during instruction.

Students were actively engaged in lesson (verbal/gestural responses, writing, discussing, problem-solving, etc.)

Actively monitored student learning (moved through classroom, provided feedback to individual students, etc.)

## Student/Teacher Interaction

### Field Notes related to student/teacher interaction

*No answer specified*

### \* Student/Teacher Interaction

|  | Exceeds | Meets | Making Progress | Needs Improvement | Not Observed |
|--|---------|-------|-----------------|-------------------|--------------|
| <p>Demonstrated knowledge of student's strengths and needs through specific, targeted feedback.</p> <p>Demonstrated a positive rapport with students.</p> <p>Demonstrated interest in students by initiating conversations, asking questions, and connecting responses to lesson content.</p> <p>Modeled appropriate delineation of student/teacher roles.</p> <p>Demonstrated awareness of and responsiveness to student diversity involving cultural, linguistic, religious, gender, socio-economic, ethnic, and racial differences.</p> |         |       |                 |                   |              |

## Classroom and Behavior Management

### \* Field Notes related to classroom and behavior management

*No answer specified*

### \* Classroom and Behavior Management

|  | Exceeds | Meets | Making progress | Needs Improvement | Not Observed |
|--|---------|-------|-----------------|-------------------|--------------|
| <p>Clearly articulated behavioral expectations at beginning of lesson.</p> <p>Consistently and appropriately responded to off-task and/or inappropriate behaviors throughout lesson.</p> <p>Provided positive feedback and redirection consistently and efficiently.</p> <p>Delivered consequences effectively and respectfully.</p> <p>Effectively managed interruptions and transitions for minimal loss of instructional time.</p> <p>Effectively used combination of verbal and non-verbal cues to communicate behavioral expectations.</p> <p>Arranged classroom to minimize distractions and maximize student learning.</p> <p>Maintained structure and predictability in the classroom (explicit rules, routines, directions, etc.)</p> |         |       |                 |                   |              |
| <p>Taught, reviewed, and reinforced 3-5 positively stated expectations (or rules.)</p> <p>Provided frequent positive feedback on appropriate behaviors.</p> <p>Ignored or provided quick, direct, explicit feedback on inappropriate behaviors.</p> <p>Utilized multiple strategies/systems to acknowledge appropriate behavior</p>  |         |       |                 |                   |              |

## Professional Behaviors

### Field Notes related to Professional Behaviors

*No answer specified*

### Professional Behaviors

|  | Exceeds | Meets | Making Progress | Needs Improvement | Not Observed |
|--|---------|-------|-----------------|-------------------|--------------|
| Lesson was delivered with appropriate volume, rate, and articulation.                                    |         |       |                 |                   |              |
| Demonstrated professional appearance.  |         |       |                 |                   |              |
| Demonstrated poise and confidence.   |         |       |                 |                   |              |
| Frequently moved among students to monitor their understanding, behavior, and progress.                  |         |       |                 |                   |              |
| Demonstrated flexibility with lesson delivery, made changes to lesson as need based on student progress. |         |       |                 |                   |              |

## Goals for Improvement

### Goals for Improvement

*No answer specified*