

**Stony Brook University - Professional Education Program (PEP)
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 and Preparation		Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
1.	Lesson plan includes all necessary elements, i.e., learning standards, measurable learning objectives/performance indicators linked to unit and essential questions, motivating opening activities, lesson procedure with multiple learning strategies, assessment of learning objectives, and closure.					
2.	Content of lesson reflects disciplinary standards and curricular requirements.					
3.	Content of lesson reflects teacher candidate's knowledge of central concepts of the discipline and tools of inquiry.					
4.	Lesson objectives are based upon assessment of student's needs, prior knowledge, conceptual understanding, skills, and experience.					
5.	Lesson is founded upon essential questions that are designed to promote higher-level thinking skills. (e.g. critical/creative thinking and problem solving), and the development of multiple literacies (e.g. scientific; mathematical; language; technological; civic; etc.).					
6.	Lesson design incorporates multiple learning strategies to meet the needs of a diverse student body (e.g. ability; language; gender; culture; social/emotional/physical and cognitive development).					

7	The teacher candidate designs the lesson with attention to the differentiation of instruction.					
8	Technology is effectively integrated into the lesson.					
	Comments:					
	The Classroom Environment	Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
9	Teaching tools are effectively prepared (e.g., texts, handouts, paper, blackboard, interactive board, audio-visual materials, pictures, maps, overhead/LED projector, manipulatives, etc.).					
10	Teaching tools are effectively managed by establishing routines and procedures.					
11	Teacher candidate monitors and responds to student behavior in such a way that it fosters a mutually respectful, safe, and supportive learning environment.					
	Comments:					
	Instruction	Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
12	Lesson design is effectively implemented.					
13	Opening of lesson motivates students and helps prepare them to meet lesson objectives.					
14	Ending of lesson provides productive closure for students.					
15	Questioning and facilitating discussions are effective; students are actively engaged.					
16	Teacher candidate provides appropriate wait time following questions to enhance student responses					

17	Teacher candidate adapts and delivers instruction in response to each student's diverse learning strengths and needs by adjusting the pace and focus of instruction.					
18	Teacher candidate communicates effectively in terms of voice, speech, eye contact, professional use of English or target language, and clarity of presentation and directions.					
19	Teacher candidate demonstrates enthusiasm and leadership.					
20	Instruction time is used effectively (e.g. coherent structure, transitions, and pacing.)					
21	Students are engaged in lesson. (e.g. students demonstrate the ability to be resourceful, self-directed, curious, and able to take initiative and risks with respect to their learning.)					
22	Students engage in higher-level thinking as a result of the lesson.					
23	Teacher candidate's formative-assessment practices (including multiple and appropriate methods of assessing student learning) guide instruction throughout the lesson.					
24	Teacher candidate's closure of the lesson indicates the degree to which students have met the lesson objectives.					
25	Cooperative learning is effectively employed.					
26	The teacher candidate incorporates authentic, real-world, interdisciplinary activities to enhance learning.					
27	Lesson provided a meaningful learning experience for students for all students.					
	Comments:					
	Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective	No Evidence in this Lesson
28	Teacher candidate plans instruction with input from cooperating teacher.					

29	Teacher candidate arrives on time, is well prepared, and is dressed professionally.					
30	Teacher candidate is open to constructive feedback and incorporates suggestions into instruction.					
31	Teacher candidate demonstrates critical reflection on own teaching.					
	Comments:					

Observer's Signature:

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

Signature of Teacher candidate:

Comments by Teacher candidate