

## Student Teaching Observation Feedback Form

Date \_\_\_\_\_ Student Teacher \_\_\_\_\_

Subject/Grade \_\_\_\_\_ School \_\_\_\_\_

Time/Period \_\_\_\_\_ Content Area \_\_\_\_\_

Main Topic of Lesson \_\_\_\_\_

**1. How well was the lesson plan written?**

- 0 There was no lesson plan
- 1 The lesson plan was vague
- 2 The lesson plan gave me a basic idea of the lesson
- 3 The lesson plan was thorough and included all required parts. (see checklist)

Comments

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**2. How well did the teacher candidate carry out the lesson plan's objectives?**

- 0 There were no objectives
- 1 The objectives were unclear
- 2 Instruction was compatible with the objectives
- 3 The teacher candidate clearly understood how to make instruction compatible with the objectives. The objectives were at the forefront of instruction, questioning, redirecting, and determining if students were learning.

Comments

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**3. How well did the teacher candidate vary instructional strategies?**

- 0 There was no variation at all.
- 1 There was some variation but the strategies were disjointed.
- 2 There was an intentional, planned variation of instructional strategies.
- 3 Instructional strategies were well-planned and differentiated to meet the needs of all students.

Comments

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**4. How developmentally appropriate was the lesson?**

0 It was not appropriate.

1 It would be hard for students to learn this lesson due to the difficulty of the concept or the teaching strategies.

2 The lesson was appropriate to the developmental stage of the students.

3 The lesson was not only appropriate, the teacher candidate differentiated instruction to include the developmental stages of all students.

Comments

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**5. How well did the teacher candidate manage the classroom environment during the lesson?**

0 The classroom environment was not conducive to learning.

1 The teacher candidate had difficulty handling inappropriate behaviors. The structure of the lesson and/or the classroom contributed to poor classroom management.

2 Students were able to learn in this classroom environment.

3 The classroom environment was a safe place for students to make mistakes, help each other, ask questions, and be themselves. Inappropriate behaviors were minimal.

Comments

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**6. How well-prepared was the teacher candidate?**

0 The teacher candidate was completely unprepared for this lesson.

1 The candidate was disorganized, which affected student learning.

2 The candidate had materials ready and always knew what was next in the lesson.

3 The candidate had materials ready, knew what was next in the lesson, and anticipated student responses. Students were engaged throughout the lesson.

Comments

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**7. How well did the teacher candidate demonstrate knowledge of content?**

0 The candidate did not understand the content.

1 The candidate was knowledgeable about the content but was not able to get it across to the students.

2 The candidate was knowledgeable about the content and was able to teach it so that students understood.

3 The candidate was knowledgeable about the content, was able to relate it to students' lives, and teach so that students' understood. The candidate was able to answer students' questions.

Comments

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**8. How well does the teacher candidate use communication skills while teaching?**

0 The candidate uses poor grammar, often makes writing errors, and/or makes mistakes when reading to the students. (Choose this if one of the above is true.)

1 The candidate often uses slang and/or makes grammatical errors.

2 The candidate consistently uses good grammar, writing, and reading skills.

3 The candidate consistently uses good grammar, writing, and reading skills. The candidate shows excitement about teaching and learning, engaging students in the process.

Comments

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**9. How well did the candidate interact with the other adults in the room?**

0 The candidate had no interaction with the other adults in the room.

1 The candidate spoke with the other adults but did not direct them or access their expertise in any way.

2 The candidate consulted with the other adults in the room. Paraprofessionals, specialists, and/or volunteers were asked to assist students in specific ways.

3 The candidate had a plan for accessing the expertise of the other adults in the room. The paraprofessionals, specialists, and/or volunteers had been consulted before the lesson began and they knew what to do.

Comments

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**10. How well did the teacher candidate interact with students during the lesson?**

- 0 There was no interaction or interactions were cold and stilted. Candidate may be disrespectful and sarcastic towards students.
- 1 Interactions with students were not always conducive to learning. The candidate appeared uncomfortable interacting with students and/or interacted inappropriately. Inappropriately could mean: treating students like buddies, being too harsh, not responding to individual needs, not including all learners.
- 2 The candidate interacted with students appropriately by answering questions, appearing warm and friendly without being a buddy, meeting individual needs, and including all learners.
- 3 The candidate's interactions with students were respectful, encouraged active learning, promoted inquiry, was consistent with all students, met individual needs.

Comments

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**11. How well did the teacher candidate meet the needs of all learners, including those with exceptionalities and English language learners?**

- 0 There was no attention given to meeting the needs of all learners.
- 1 There was an effort to meet these needs, but there was not a definite plan.
- 2 The candidate had a definite plan in place to meet the needs of all learners and he/she carried it out.
- 3 The candidate had a definite plan in place to meet the needs of all learners and carried it out successfully as evidenced by student engagement.

Comments

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**What were the teacher candidate's strengths during this lesson?**

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**What improvements could be made?**

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**What are goals for teaching the next time?**

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