Division of Education  
College Supervisor Lesson Observation Form  
(2 observations required per placement)

Teacher Candidate’s Name: ____________________________  ID#: __________________

Associate Teacher’s Name: ____________________________________________  Placement #: (circle)  1  2  3

College Supervisor’s Name: ____________________________________________  Date of Evaluation: __________

School: ____________________________________________________________  Grade Level: __________

Number of Pupils Present: ________  Number of Adults Present: ________  Duration of lesson: ________

Lesson/Topic Observed: _______________________________________________

Teacher Candidate Absences to Date: ____________  Lesson Observation #: ___________

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The Division of Education at Medaille College claims that our Teacher Candidates are knowledgeable in subject matter, effective pedagogy and best teaching practices, and are caring and reflective scholars. This evaluation form is intended to assess the Teacher Candidate in these areas. Please keep these overarching competencies in mind during your evaluation. Given our claims, please be certain to reflect in the comments section on the Teacher Candidate’s areas of need relative to these claims.

**College Supervisors - Please write legibly AND complete ALL areas of this form.** Please use the general rating system below and place a check (✓) in the column that reflects the value that best indicates the Teacher Candidate’s performance for each of the skills. These ratings are to reflect the Teacher Candidate’s performance of the particular lesson you are observing at that time. Please also provide comments for the Teacher Candidate both following the section and in answering the questions at the end of the document as these comments provide feedback for the Teacher Candidate on how to improve his or her teaching. You must also complete an evaluation of your Teacher Candidate’s lesson plan using the Medaille College Lesson Plan Descriptor and Rubric.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Label</th>
<th>Description</th>
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<tbody>
<tr>
<td>Acceptable/ Passing</td>
<td></td>
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<tr>
<td>5</td>
<td>Superior</td>
<td>The Teacher Candidate’s performance is clearly exceptional and exceeds expectations for a beginning teacher.</td>
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<tr>
<td>4</td>
<td>Highly Effective</td>
<td>The Teacher Candidate’s performance meets and frequently exceeds expectations for a beginning teacher.</td>
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<tr>
<td>3</td>
<td>Effective</td>
<td>The Teacher Candidate’s performance is competent and meets expectations for a beginning teacher.</td>
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</table>

| Unacceptable/ Not Passing |
| 2      | Developing     | The Teacher Candidate’s performance is below the acceptable level for a beginning teacher. The Teacher Candidate may require extra direction by a supervisor. |
| 1      | Ineffective    | The Teacher Candidate’s performance clearly does not meet expectations for one or more evaluated factors for a beginning teacher. The Teacher Candidate requires significant extra direction and there is a need for immediate and significant improvement in performance. |
| N/A    | Not Applicable | The skill, task, or concept does not apply to the Teacher Candidate. |
| N/O    | Not Observed   | The skill, task, or concept was not observed in the lesson. |

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College Supervisor’s Assessment to Date (5-1): __________

Signature of College Supervisor ____________________________  Date __________

Signature of Teacher Candidate ____________________________  Date __________

*Student Teacher signature indicates receipt of documentation only. It does not reflect agreement with the content.*
## Delivery of the Lesson

<table>
<thead>
<tr>
<th>The Teacher Candidate…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>N/O</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Planning, Preparation, &amp; Materials (as per lesson plan):</strong></td>
<td>Has planned, prepared, and has materials ready for the lesson.</td>
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<td><strong>2. Time Management:</strong></td>
<td>Uses instructional time in a focused, purposeful way (pacing &amp; timing are effective).</td>
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<td><strong>3. Instruction</strong></td>
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<td>a. Achieves objectives outlined for the lesson.</td>
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<td>b. Presents anticipatory set (activates prior knowledge).</td>
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<td>c. Demonstrates the ability to logically sequence lesson (introduction, activities, discussions, etc.).</td>
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<td>d. Shapes instruction to meet the needs of diverse learners (differentiated instruction).</td>
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<td>e. Provides directions to pupils that are clear and concise.</td>
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<td><strong>4. Knowledge of Content:</strong></td>
<td>Demonstrates mastery of subject knowledge and related skills (depth and breadth of content knowledge).</td>
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<td><strong>5. Student Engagement</strong></td>
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<td>a. Activates prior knowledge and/ or builds background knowledge for lesson.</td>
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<td>b. Provides for active student participation using various teaching techniques</td>
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<td><strong>6. Technology Integration:</strong></td>
<td>Uses technology effectively in delivery of instruction.</td>
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<td><strong>7. Assessing Student Performance:</strong></td>
<td>Effectively uses techniques for assessment and evaluation of student performance/ learning (formative and/or summative).</td>
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<td><strong>8. Questioning Techniques:</strong></td>
<td>Uses effective questioning techniques to monitor student learning and encourage higher level thinking skills.</td>
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<td><strong>9. Spoken Language</strong></td>
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<td>a. Models Standard English and/ or French; avoids slang and trite expressions;</td>
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<td>b. Is able to be heard and understood.</td>
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<td><strong>10. Culturally Responsive Teaching (CRT):</strong></td>
<td>The lesson respects the cultures of various groups in the class and appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socioeconomic status, religion, sexuality, age, weight, etc.).</td>
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<td><strong>11. Professional Dispositions</strong></td>
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<td>a. Encourages and promotes a respectful classroom environment.</td>
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<td>b. Dresses in a professional manner appropriate for teaching placement/activity.</td>
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### Comments

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College Supervisor Lesson Observation Form (Revised Spring 2014)
**Comments:**

* Culturally Responsive Teaching (CRT) (See the Medaille College Lesson Plan Descriptor for examples.):
  
  - CRT is respecting the cultures and experiences of various groups and then using these as resources for teaching and learning. It appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.) (Gay, 2000).
  - CRT acknowledges the legitimacy of the cultural heritage(s) of culturally different groups, both as legacies that affect students’ attitudes and approaches to learning, and as content worthy to be taught in the formal, mandated curriculum.
  - CRT builds bridges of relevance between home, community, and school experiences; the learning experience becomes seamless.
  - CRT uses a range of instructional strategies that are connected to different learning styles, preferences, and needs.
  - CRT teaches students to know, respect, and appreciate their own cultural heritage, and the heritage(s) of others; cultural pride is nurtured.
  - CRT incorporates multicultural information, materials, and resources in all school subjects and activities (Gay, 2000, p. 29).
The College Supervisor will conference with the Associate Teacher about the Teacher Candidate’s overall experience to date. Based on that conversation and the lesson observation complete the following:

1. Please provide at least 2-3 examples to help the Teacher Candidate understand areas in which he or she has demonstrated strength.

2. Please provide at least 2-3 examples to help the Teacher Candidate understand areas in which he or she needs to demonstrate growth.

3. Please provide at least 2-3 examples that the Teacher Candidate has established an effective working relationship with Associate Teacher.
4. How does the Teacher Candidate respond to constructive feedback from the Associate Teacher and the College Supervisor?

5. How does the Teacher Candidate reflect on the lessons taught and daily responsibilities and routines?

6. College Supervisor, please provide at least 2-3 specific ways for the Teacher Candidate to improve before the next observation.