

ITEP/PK-3 Early Childhood Specialist Instruction Credential
Student Teaching *Lesson Observation* Form

Student Teacher	School	Course
☐ University Supervisor Name	☐ Mentor Teacher Name	Date and Time
Grade Level ☐ PK ☐ TK ☐ K ☐ 1 st ☐ 2 nd ☐ 3 rd	Content Area(s) (check all that apply) ☐ Math (TPEs 8.1-8.8) ☐ Literacy including Reading and Writing (TPEs 7.1-7.11) ☐ Science ☐ Social Studies	Developmental Domain(s) (TPE 1.1) (check all that apply) ☐ Cognitive ☐ Emotional ☐ Language ☐ Physical ☐ Social
Funds of Knowledge and Family Connections (TPEs 1.2-1.5)		
Organization Check the appropriate group organization(s) for lesson using Universal Learning Design principles. (TPE 1.7, 3.6, 4.1, 4.5) ☐ Large Group ☐ Small Group ☐ Play Learning Center or Station ☐ Outdoor play ☐ Movement and Kinesthetic		Modifications and Accommodations (TPE 1.2, 2.2, 2.7, 3.5, 4.3, 4.7, 4.8, 5.4) Identify modifications and/or accommodations for each of the learners below if appropriate. ☐ Dual Language Learners ☐ Special Needs

Key

N/A Not Observed or Not Applicable	Beginning =1	Developing= 2	Accomplished= 3	Exemplary =4
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Planning and Preparing Instruction (TPEs 3.1-3.7)	1	2	3	4	N/A
Lesson plan integrated content specific areas using appropriate <i>grade level standards</i> and developmental domains as appropriate.					
Written objective(s) were clear and measurable.					
Lesson rationale or purpose was included.					
Students' background and funds of knowledge were integrated in the lesson.					
Included accommodations for developmental needs.					
Culturally and linguistically sustaining learning activities were provided.					
Assessment aligns with objective.					
Comments					
Classroom Environment (TPEs 2.1-2.7, 3.7)	1	2	3	4	N/A
Effective, developmentally appropriate, and culturally sustaining classroom environment.					
Positive <i>dispositions</i> that showed respect and care for children including their identities, perspectives and home languages.					
Modeled respectful language when interacting with students including use of <i>affirmations</i> .					
Learning environment promoted healthy and collaboratively relationships between children.					
Used materials and resources (including technology) that showed support for all children including those who have experienced trauma.					
Comments:					

Teaching and Learning Sequence (TPEs 4.1- 4.8, 5.1 - 5.7)	1	2	3	4	N/A
Communicated lesson objective(s), purpose and process.					
Introduction or Anticipatory set caught the students' attention.					
Aligned new materials with prior learning and students' experience as well as funds of knowledge.					
Provided variety of opportunities for guided practice.					
Provided variety of opportunities for independent practice.					
Used variety of materials and resources including technology.					
Incorporation of children's picture book.					
Checked for student understanding throughout the lesson.					
Content knowledge was evident.					
Addressed the needs of diverse learners through developmentally appropriate strategies.					
Effective pacing that encouraged student engagement.					
Showed flexibility for all learners during the lesson.					
Stated closure.					
Teaching Strategies used (check all that apply): ☐ Demonstration ☐ Role play ☐ Project work ☐ Demonstration ☐ Lecture ☐ Peer partner ☐ Discussion ☐ Question/Answer ☐ Technology (iPad, computer) ☐ Other					
Assessment strategies used (check all that apply) ☐ Observation ☐ Questioning ☐ Reflective writing ☐ Think-Pair-Share ☐ Exit Tickets ☐ Assignments ☐ Peer Assessment ☐ Self-Assessment ☐ Other					
Comments:					

