

| Observation Feedback Notes  |                                     |
|---|-------------------------------------|
| <b>Preservice Teacher:</b>  | <b>Mentor /Observing Teacher:</b>   |
| <b>Date:</b>  | <b>Subject &amp; Lesson Topic:</b>  |
| <b>Lesson Start Time:</b>   | <b>Lesson End Time:</b>             |
| <b>Student teacher's request for feedback:</b> What specific feedback would you like me to provide you in addition to what I will be observing?   |                                     |
| <b>Lesson Plan &amp; Organization:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy provided in advance as required</li> <li><input type="checkbox"/> Objectives/essential questions present and align with program of studies</li> <li><input type="checkbox"/> Lesson plan identifies appropriate timings &amp; pacing</li> <li><input type="checkbox"/> Lesson differentiates for student needs</li> <li><input type="checkbox"/> Lesson includes assessment methods as appropriate (formative/summative)</li> <li><input type="checkbox"/> Materials and resources are prepared and ready</li> <li><input type="checkbox"/> Lesson accounts for use of educational assistant or other personnel (if applicable)</li> <li><input type="checkbox"/> Other:</li> </ul> |                                     |
|   | Observations, feedback, suggestions |
| Lesson starts smoothly and promptly and promotes a positive atmosphere.<br><br>The learning objective/essential question is communicated to students verbally and visually.   |                                     |
| The pace and flow of the lesson is maintained at an appropriate level and transitions between activities are well managed (i.e. timers and cues are used).  |                                     |
| Gives clear guidance and direction (visual, verbal) to students;  |                                     |

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| students know what is expected of them in each phase of the lesson   |  |
| Organizes & controls logistics of the classroom - e.g. how students answer questions, collect equipment, form into groups, etc. so that the order necessary for learning to occur is maintained. |  |
| Instructional processes are appropriate for age, grade and ability and demonstrate a balance between collaboration and independent work.   |  |
| The feedback conveyed to students about their progress is helpful and constructive and provides specific examples of how to improve the product or process.                                      |  |
| Classroom management is effective; expectations are clearly stated and visually available and low key/de-escalatory strategies are used.   |  |
| The conclusion to the lesson is completed successfully - finishes on time, draws the lesson topic to an appropriate conclusion; there is an orderly transition to the next activity.             |  |
| <b>Mentor Teacher or Practicum Advisor / Preservice Teacher Debriefing (To be filled out by teacher or PA and preservice teacher)</b>  |  |

- Reflective Conversation: What stands out? What went well? What was problematic? Why?
  
- Planning Conversation: What are the next steps?
  
- Other comments/ feedback/ resources: