

**HEALTH and PHYSICAL EDUCATION DEPARTMENT**

**LESSON EVALUATION FORM**

**Candidate’s Name: KSU Course: Semester:**

**Collaborating Teacher: University Supervisor:**

**School: Grade Level:**

**LEVELS: 1 – Unsatisfactory 2 – Basic 3 – Approaching 4 – Target 5 - Exceptional**

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|  |  | **Performance Level** | **Comment** |
| **1.** | **Appearance**  A. Appears clean, neat, with proper dress for activity |  |  |
| **2.** | POISE  A. Displays confidence in material |  |  |
|  | B. Maintains poise during presentation and learner questioning |  |  |
| **3.** | **COMMUNICATION**  A. Speaks loudly enough and with authority |  |  |
|  | B. Articulates clearly and effectively |  |  |
|  | C. Expresses interest in presentation through enthusiastic facial and body behavior |  |  |
| **4.** | **PREPARATION--------LESSON PLAN**  A. Prepares effective strategy for lesson presentation |  |  |
|  | B. Selects appropriate media and materials for lesson |  |  |
|  | C. Requires students to maintain focus on the lesson through class involvement or verbal interaction |  |  |
|  | D. Demonstrates a proficient knowledge of subjects |  |  |
|  | E. Demonstrates ingenuity and initiative |  |  |
|  | F. Distinguishes steps in the learning of a skill |  |  |
|  | G. Paces information according to the material difficulty & takes full advantage of allotted time |  |  |
|  | H. Helps students recognize the purpose and importance of learning the skill |  |  |
| **5.** | **INSTRUCTION & DEMONSTRATION**  A. Provides a clear description of the learning task and its content |  |  |
|  | B. Presents sequential steps in the learning of a skill |  |  |
|  | C. Helps learners recognize and understand the integrations of content and concepts |  |  |
|  | D. Demonstrates a sound organization of students that will facilitate learning/interaction |  |  |
|  | E. Maintains student attention and accountability using periodical questions/interaction |  |  |
|  | F. Demonstrates in a correct and comprehensive manner |  |  |
|  | G. Integrates skill components step by step through specific cues |  |  |
| **6.** | **EVALUATION**  A. Provides for purposeful student involvement/participation/ practice |  |  |
|  | B. Provides feedback and correction of errors during supervised practice |  |  |
|  | C. Provides additional support for students having difficulty; additional challenge for accelerated students |  |  |
|  | D. Provides a thorough summary of skill (s) and presents a closure of concepts |  |  |

\*This evaluation form was derived by Dr. Bill Norris from instruments developed and copyrighted by Dr. Dan Baker and Ms. Suzanne Toop for the School of Education at the University of Tennessee at Chattanooga.

**During and/or after an observation of a lesson, observer will indicate the candidate’s performance level for each competency based upon the descriptors below:**

**Level 1 – Unsatisfactory**

The candidate’s performance in this competency is either NOT OBSERVED or CLEARLY UNACCEPTABLE and, in this area, hinders the learning process.

**Level 2 – Basic**

The candidate demonstrates marginal ability in this competency; FAIR PERFORMANCE is observed which indicates a weakness that may be improved with further experience and practice.

**Level 3 – Approaching**

The candidate demonstrates AVERAGE ABILITY in this competency; ADEQUATE PERFORMANCE is observed which indicates neither significant strength nor weakness.

**Level 4 – Target**

The candidate demonstrates SIGNIFICANT ABILITY in this competence; while improvement may still be made, this area is a clear STRONG POINT.

**Level 5 – Exceptional**

The candidate is VERY COMPETENT in this area; no improvements could be reasonably anticipated. *This indicator should only be used if a candidate clearly and consistently demonstrates performance above the level expected of a first year teacher.*