

# DOINGWHATWORKS



## SAMPLE MATERIAL

### Lesson Observation

Waterford High School, California

**Topic:** Turning Around Chronically Low-Performing Schools

**Practice:** Committed Staff

This form is used in formal lesson observations of teachers at Waterford High School. Observers rate the teacher on various methods of instruction, including learning objectives, checking for understanding, skill and concept development, and student production and planning. Teachers can be rated as “meets standards,” “progress evident,” “needs improvement,” or “unsatisfactory” on all criteria. This observation becomes part of the teacher’s permanent record.

Waterford Unified School District  
Waterford High School - Lesson Observation

Teacher Name:

Date:

Course/Period:

Instruction	Meets Standard	Progress Evident	Needs Improvement	Unsatisfactory	Not Observed or Not Applicable
<b>OBJECTIVE</b>					
Learning objective is aligned with content standard					
Learning objective taught to students in language they understand					
Learning objective matches independent practice					
Comments:					
<b>CHECKING FOR UNDERSTANDING</b>					
Teacher teaches first before CFU					
Teacher routinely utilizes non-volunteers when CFU					
Teacher elaborates as necessary					
Teacher utilizes strategies to monitor all students and adjusts lesson accordingly					
Guided practice effectively utilized to CFU					
An effective closure activity was utilized as a final CFU					
CFU included Higher Order Questions and/or critical thinking					
Wait time is sufficient					
Comments:					
<b>SKILL &amp; CONCEPT DEVELOPMENT</b>					
The concept or "main idea" of the objective is taught					
The importance of the concept is taught					
The skill is taught through a logical sequence of instruction					
The teacher effectively models the skill					
Cognitive strategies are used to aid understanding					
Pertinent sub-skills are practiced					
Comments:					
<b>STUDENT PRODUCTION</b>					
Students produced grade-level work during the lesson					
Teacher ensured a high level of student engagement					
Students produced a permanent record					
Teacher directed meaningful interaction between students.					
Comments:					

<b>ALIGNMENT OF INDEPENDENT WORK</b>					
The independent work was closely aligned with the instruction					
Students demonstrated ability to successfully complete independent work					
Comments:					
<b>PLANNING</b>					
The lesson is well-crafted and planned in advance					
Materials are prepared in advance					
Comments:					
<b>CURRICULUM</b>					
The adopted curriculum is presented with fidelity					
Supplemental materials support the content standard					
All students have access to curriculum					
Comments:					
<b>SPECIAL POPULATIONS</b>					
The needs of special populations were addressed					
Visual aids are abundant					
SDAIE Techniques are effectively utilized					
Resource/student aide(s) are effectively utilized					
Comments:					
<b>CLASSROOM MANAGEMENT and TIME ON TASK</b>					
Time on task is optimal (95%)					
Class start-up is efficient					
Routines and procedures are well established; transitions are smooth and efficient					
Teacher appropriately manages student behavior					
Comments:					

Date of pre-conference:

Date of post-conference:

Signature of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

The unit member's signature verifies a review of this observation, but does not necessarily constitute agreement.

It is understood that the above will become part of the personnel record and that the undersigned has ten (10) days express in writing any objections explanations, concerns, qualification, or, any other items relating to this evaluation that he or she may deem pertinent which will be attached to, and become part of, the total document. The ten (10) day period begins on the date of the signing below. It is further understood that refusal to sign does not prevent the inclusion of these documents in the personnel file.

Signature of Unit Member: \_\_\_\_\_

Date: \_\_\_\_\_