

Lesson Observation High-Level Overview Summary (Not Intended to Be Scripted Minute-by-Minute) Moving Around the Classroom & Shadowing the Student Teacher is Encouraged	
<u>Student Teacher's Actions</u> 00:00 (Time Stamp)	<u>Students' Actions</u> 00:00 (Time Stamp)
Areas of Strength (University Mentor's Notes)	Areas of Growth & Next Steps (University Mentor's Notes)
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Summary Statement from the University Mentor	
Use this space to synthesize feedback regarding the Teaching Performance Expectations--TPE #1-7 (Revised 2024) to prepare for a reflective discussion coaching the student teacher through areas for <i>further development</i> and effective practices for successful implementation.	
Document the Post-Observation Debriefing:	
Directions: Use these questions along with others to engage in a reflective conversation. <ul style="list-style-type: none"> • Areas of Strength: What worked well today in the lesson and what evidence do you have to support this observation? • Areas for Growth: Which areas needed more attention in order to improve your teaching and students' learning? Why? 	



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- **Reflection on Teacher Effectiveness:** Identify specific goals from the Teacher Performance Expectations #1-7 that you would like to **develop further**. What steps might you take to refine your practice and/or meet your identified goal(s)? What support is needed? How can I help?
- After discussion with the candidate, identify a specific TPE that is an area of growth. Next, identify 2-3 strategies that the candidate is going to try before the next observation?

TPE _____

Identify 2-3 strategies the candidate is going to try (provide **why** you want to make these changes—how will students benefit—include data from classroom observations): **Example:** I want to use a more effective strategy to support students as they navigate complex texts (e.g., text sets, visual and auditory support, manipulatives, guided notes, etc.) because I noticed they can recall what they have read but they need more support to make inferences with evidence from the text to support interpretations.

I.

II.