

## Lesson Critique Checklist

*This checklist is provided as an observation tool to assist the cooperating teacher when completing the Lesson Critique.*

### Pre-teaching

1. Lesson plan is carefully planned with appropriate objectives and content related to previous and future learning.
2. Lesson plan is carefully planned with appropriate procedures/activities.
3. Lesson plan lists resources/materials.
4. Lesson plan provides for evaluation of learners' mastery of skills and concepts
5. Lesson plan employs a variety of teaching techniques so that all types of learners can achieve (e.g. audiovisuals, hands-on activities, problem solving, student-designed charts and graphs, laboratories, demonstrations)
6. Lesson plan provides specific accommodations if the class has learners with special needs.
7. All materials and equipment are ready for class use.
8. The quality of instructional materials prepared for the class is acceptable or exemplary with no misspelled words or incorrect grammar.
9. The teacher candidate is aware of discipline methods sanctioned by the classroom teacher and the school.

### Teaching

1. If appropriate, the candidate reviews previous lessons and prerequisite knowledge.
2. Learners are motivated, involved, and engaged in the lesson.
3. The lesson purpose is communicated to the students.
4. Instructional momentum is maintained (i. e., keeps up the pace; does not spend too much time on any one element.)
5. Most learners are able to perform and are capable of doing procedures/activities.
6. Accommodations are provided for students who need additional assistance.
7. Evaluation activities are implemented in an effective manner and are aligned with the objectives of the lesson.
8. The lesson plan was implemented but modified if student feedback indicated a need for change.
9. Learners review and/or practice what they have learned in the lesson.
10. Assessment for learning is conducted.

### Classroom Management and Interpersonal Relations/Communication

1. Calls on students by name when possible.
2. Makes eye contact with as many students as possible.
3. Organizes activities efficiently (passing out papers, setting up group work, collecting materials, calling roll, etc.)
4. Provides feedback to learners.
5. Uses discipline methods sanctioned by the classroom teacher and the school.
6. Enforces rules and applies consequences consistently.
7. Avoids threatening students.
8. Models correct grammar and avoids constant repetition of terms such as "OK" or "uh".
9. Is enthusiastic and confident: evident in facial expressions, appropriate gestures, and open body language.
10. Uses appropriate and pleasing voice volume, rate, pitch, and pace.
11. Is professional, neat and clean in appearance.
12. Effectively employ questioning techniques using "active" language:
  - a. Specifies methods of answering such as calling out answers, raising hands, drawing names, etc.
  - b. Learners understand questions and vocabulary is appropriate for age level.
  - c. Uses enough "wait time" to allow students to answer.
  - d. Uses probes to draw more information out of students.
  - e. Asks the learner to speak louder rather than repeating a student's answer.
  - f. Sometimes paraphrases or adds information to a learner's answer for clarification.
  - g. Asks follow-up questions.
  - h. Responds appropriately to correct, incorrect, partially correct, and non-answers.

### Technology (if employed in lesson)

1. The purpose for use of the technology is clear (e. g., to teach concepts and information or to teach computer skills.)
2. Uses appropriate technology that matches the learning objectives for the lesson.
3. Effectively guides learners in use of technology.
4. Independent, small-group, or whole-class use of technology is appropriate.
5. Feedback about the use of technology is elicited from learners.
6. Software used with students is appropriate in usability, content, design, and difficulty.