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| --- | --- |
| **UTeach Teacher:** |  |
| **Observer:** |  |
| **Date of the Observation:** |  |
| **Subject/Grade Level/Class Period:** |  |

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| --- | --- | --- | --- | --- |
| **Lesson Design** | | | | |
| **Indicator** | | | | |
| **2.1** The lesson was well organized and structured (e.g. the objectives of the lesson were clear to students, and the sequence of the lesson was structured to build understanding and maintain a sense of purpose). | | | | |
| **Evidence:** | | | | |
| **2.2** The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams). | | | | |
| **Evidence:** | | | | |
| **2.3** The structure of the lesson included opportunities for the instructor to gauge student understanding. | | | | |
| **Evidence:** | | | | |
| **2.4** The lesson included an investigative or problem-based approach to important concepts in mathematics or science. | | | | |
| **Evidence:** | | | | |
| **2.5** The teacher obtained and employed resources appropriate for the lesson. | | | | |
| **Evidence:** | | | | |
| **2.6** The teacher was critical and reflective about his/her practice after the lesson, recognizing the strengths and weaknesses of their instruction. | | | | |
| **Evidence:** | | | | |
| **Overall Rating for Lesson Structure (Circle ONE Number)** | | | | |
| Lesson was **very poorly** structured to assist student learning. | Lesson was **poorly** structured to assist student learning | Lesson was **adequately** structured to assist student learning. | Lesson was **well** structured to assist student learning. | Lesson was **expertly** structured to assist student learning. |
| **Unsatisfactory** | **Beginning Competent** | **Competent** | | **Advanced Competent** |
| **0** | **1** | **2** | **3** | **4** |
| **Comments:**  **Classroom Management Tip (Try This!):**  **MAIN SUGGESTIONS** | | | | |