

**Dixie State College of Utah Education Department**  
**DESERT Field Experience Formal Lesson/Instruction Evaluation-Secondary**

50

Practicum 1 ( )      Student Teaching ( )

Modified 8/13/11

Student: APRIL ANDERSON

Supervisor: CAMPBELL

Mentor: \_\_\_\_\_

School: FOSSIL RIDGE Grade: 7th

Lesson Title: LOWLAND SOILS

Subject/DSC Class: \_\_\_\_\_

Date: 11/27/12 Time: 9:40

1=Unacceptable The teacher does not yet appear to understand and demonstrate the concepts underlying the component, or makes poor or inappropriate choices in how to implement them.	2=Below Basic	3=Basic The teacher appears to understand and usually demonstrates the concepts underlying the component and successfully implements most elements, but may not be entirely successful	4=Proficient The teacher clearly understands and demonstrates the concepts/behaviors underlying the component and implements them well	5=Distinguished
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N/A = (not applicable or not observed during this lesson)

**DM#1-Diversity**

	TEAC	Rating	Comments
• uses teaching strategies that are sensitive to diversity in race, culture, ethnicity, gender, and learning differences	1.2	4	<i>All OK</i>
• establishes a civic classroom based on caring, responsibility, and respect for diversity	1.3	4	
• differentiates for individual students with learning differences or needs	1.4.2	4	
• uses a variety of instructional strategies to support and expand English language learners' communication through speaking, listening, reading, and writing	1.2	4	
• encourages students to analyze ideas from diverse perspectives	1.4.2	4	

**DM#2 Effective Pedagogy**

• designs age appropriate and coherent lessons where objectives, instructional strategies, and assessment are aligned	1.4.1	4	<i>Excellent! This was a great lesson. Students were engaged the entire time</i>
• introduces lesson & states goal	1.2	4	
• gives clear directions & explanations	1.2	4	
• maintains attention, appropriately paces lesson, & makes smooth transitions	1.3	4	
• uses appropriate technology to enhance instruction & support student learning	1.4.3	5	
• engages students in assessing their own progress	1.2	4	
• uses multiple and appropriate types of assessments to analyze student learning and to adjust instruction in response to student learning needs	1.4.1	5	
• asks questions to stimulate discussion and higher level thinking	1.3	4	
• uses varied & creative teaching strategies	1.2	4	
• stimulates students to reflect on prior content knowledge, make connections, & link new concepts to familiar concepts	1.2	4	
• gives closure to lesson by restating goals and learning outcomes	1.2	4	

**DM#3-Subject Matter**

• helps students understand and use subject matter language	1.1	4	<i>You are very confident in your content knowledge</i>
• uses knowledge of subject matter to give compelling lessons that meet the needs of a wide range of students through rich and varied details	1.2	4	
• recognizes students' misconceptions and helps students create correct schemas	1.1	4	
• demonstrates strong knowledge and confidence in subject matter	1.1	4	
• models proper use of written and oral language related to subject matter	1.1	4	

**DM#4-Environment**

• establishes and monitors consistent procedures and standards of student behavior	1.3	4	<i>Great environment - very effective classroom mgmt.</i>
• deals professionally and effectively with inappropriate behavior	1.3	4	
• builds student capacity to collaborate & develops shared values and expectations for respectful interactions	1.3	4	
• demonstrates and maintains rapport with students	1.3	4	

**DM#5-Reflective** (Note: discuss after lesson & make notes on page 2 of form)

• willingly accepts and uses feedback given through the coaching and mentoring process	1.4.1	4	
• establishes appropriate goals to improve practice & continue to learn (see back of form)	1.4.1	4	
• reflects on student learning and demonstrates the ability to transfer what they learned to new situations	1.4.1	4	
• uses variety of data to reflect on & evaluate the outcomes of teaching and learning	1.2	4	

**DM#6-Teaching Dispositions**

• demonstrates a professional disposition (e.g., demeanor, appearance, prepared, promptness, etc.)	1.4.1	5	
• shows respect and care for supervisor, mentor and students	1.3	4	
• demonstrates moral and ethical conducts and acts as a role model	1.4.1	4	
• communicates in ways that demonstrate respect and caring for and responsiveness to age, gender, ethnicity, culture, learning and language differences of all students	1.4.2	4	
• displays enthusiasm and exhibits confidence	1.4.1	4	