

## **Lesson Feedback Form 1 – The Nuts and Bolts**

Mentee name:

Mentor Name:

Date:

Lesson Topic:

N = Needs Attention

S = Satisfactory

G = Good

N/A = Not Applicable

<b>PREPARATION FOR LESSON</b>	<b>N</b>	<b>S</b>	<b>G</b>	<b>N/A</b>
Lesson plan written and submitted prior to the lesson				
Lesson plan has appropriate structure and sequence				
Outcomes are realistic/achievable				
Content is appropriate				
Organises materials and equipment in advance				
<b>THE LESSON</b>				
Used appropriate introduction procedures				
Introduces the lesson				
Recaps previous lesson				
Outlines the lesson objectives				
Encourages student participation				
Paces the lesson to meet student needs				
Conclusion of the lesson				
Has achieved the lesson objectives/outcomes				
<b>CLASSROOM MANAGEMENT</b>				
Classroom organisation (e.g. grouping of learning, furniture arrangement) resources)				
Provides clear and appropriate instructions				
Demonstrates flexibility and responsiveness				
Waits for class attention before speaking				
Motivates and engages students actively in developing knowledge				
Moves systematically around room				
Made effective use of non-verbal communication				
Recognised and provided for individual student differences				
Uses appropriate discipline where necessary				
Is consistent and positive				
Encourages appropriate behaviour and student participation				
<b>COMMUNICATION SKILLS</b>				
Speaks fluently and audibly				
Writes legibly				
Teaching resources are well organised				
Varies pitch, volume, tone and speed of voice				
Checks students work at regular intervals				
Dismisses class in an orderly fashion				
<b>QUESTIONING TECHNIQUES</b>				
Questions are brief and clear				
Allows sufficient wait time				
Probes for clarification				

Mentor Signature:

Date:

Mentee Signature:

Date:

# Lesson Plan Feedback Checklist For Teachers

**J. Russell Smith**



## **Lesson Plan Feedback Checklist For Teachers:**

Coaching for Multilingual Students Success Karen Johannesen Brock, 2024-02-20 It is estimated that more than 50% of teachers feel inadequately prepared to academically support multilingual student growth Instructional coaches can equip teachers within months to successfully implement high impact strategies that engage not just English learners but everyone in the classroom Gain tools and practices to design professional learning plans that incorporate targeted strategies with the support of an instructional coaching program Instructional coaches and leaders will Understand multilingual learners unique needs Maximize growth opportunities for multilingual learners throughout their day not just in specialized small group time Learn how to design a professional learning plan tailored to their context Foster supportive and productive teacher coach relationships Gain tools and practices to support implementation of professional learning plans Gain high impact teaching strategies that accelerate learning for multilingual learners Contents Introduction Part 1 Foundations Chapter 1 The Multilingual Learner Chapter 2 The Professional Learning Plan Chapter 3 The Instructional Coach Chapter 4 Establishing a District Coaching Team Part 2 Implementation Chapter 5 Constructing Your Professional Learning Plan Chapter 6 Organizing Professional Learning for Your Instructional Coaches Chapter 7 Defining the Instructional Coaching Role Chapter 8 Adapting for Your Context Epilogue References and Resources Index      **Teaching Creatively and Teaching Creativity** Mary Banks Gregerson, Heather T. Snyder, James C. Kaufman, 2012-11-13 Creative teaching as well as teaching creativity are cutting edge issues in psychology today as recent academic and popular media coverage has shown This volume expands on that interest with chapter authors drawn from interdisciplinary areas It includes examples of creatively teaching across the education system including preschool K 12 undergraduate and graduate level education The variety of subjects covered by the chapters include psychology math science and reading In addition to creative teaching which may lead to enhanced learning and achievement in students as well enhanced creativity another focus is teaching with the objective to enhance creativity

**Team Teaching and Team Learning in the Language Classroom** Akira Tajino, Tim Stewart, David Dalsky, 2015-12-14 This book reignites discussion on the importance of collaboration and innovation in language education The pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education Coupled with this deeper understanding the value of participant research is emphasised by defining the notion of team to include all participants in the educational experience Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration The volume aims to add to the current knowledge base in order to bridge the theory practice gap regarding collaboration for innovation in language classrooms      Creating Smart Schools Dr. Judith Kronin, 2011-06-18 This book is a guide for the

creation of Smart Schools Through the use of the Education Instructional Coaching Model American students can display the highest levels of academic achievement This model is based upon a set of core beliefs that include the major goal of educators is to inspire students to become critical thinkers and independent learners educators must create environments of small learning communities where a major portion of instruction is devoted to problem solving teachers must design student directed instruction educational reform is comprehensive and involves every member of the educational community instructional coaching which requires mutual respect between a coach and teacher is the corner stone for improving classroom instruction

*Beyond Co-Teaching Basics* Wendy W. Murawski, Wendy W. Lochner, 2017-10-09 Collaborative teaching or co teaching is a powerful way to support the learning of students with diverse learning needs But how do you know when you re doing it right And if you re not what can you do about that Authors Wendy W Murawski and Wendy W Lochner introduce the Collaborative Teaching Improvement Model of Excellence CTIME a continuous improvement model that embraces personalized professional learning to ensure that teachers meet the core competencies for co teaching without burning out along the way Incorporating a systematic application of collaborative groups data analysis microteaching feedback and collegial support CTIME is the culmination of the best research in the field As Murawski and Lochner walk you through their data driven no fail model of co teaching you ll learn about The CTIME process and how it works Co teaching core competencies measured schoolwide and at the classroom level Assessment of progress toward mastery Co teaching action plans Professional learning communities and schoolwide improvement Co teaching communities of practice and microteaching Co teaching facilitation feedback and reflection Offering a practical approach to achieving mastery of the co teaching core competencies this book provides dozens of strategies resources and templates that can be used by district level administrators principals and co teaching teams If you re ready to examine your co teaching practices to make sure you re achieving the best possible outcomes for your students then *Beyond Co Teaching Basics* is for you [English Teaching Forum](#) ,2006

**Teaching Strategies** Donald C. Orlich, 1985 *Teaching Strategies* is an introductory core text known for its down to earth practical help on the most commonly used classroom teaching strategies and tactics including lesson planning questioning and small group and cooperative learning strategies Part 2 begins with a new chapter on the holistic nature of the instructional process which serves as a foundation to chapters on instructional goals design sequencing management instructional alignments and assessment Reflection Boxes pose questions and challenges that require active student participation including doing Internet searches to explore topics and find resources

**The Organized Teacher's Guide to Substitute Teaching** Steve Springer, Kimberly Persiani, 2012-05-06 Have no fear the substitute is here Be prepared with the confidence and the knowledge for any classroom situation As a substitute teacher you have the powers of a superhero Who else could teach sixth grade math one day and then transform into a sub for the kindergarten gym instructor the next What other educator bravely goes into work not knowing what subject or grade he or she will teach that day and still manages a

smile But even superheroes need a little help that is where this book comes in The Organized Teacher s Guide to Substitute Teaching is the only guide that gives you the tips and strategies to not only survive a day of strangers but actually create an impact in the classroom Appropriate for grades kindergarten through six this bible for substitute teachers will get you through the entire school day even if the regular teacher did not leave lesson plans Among hundreds of valuable ideas The Organized Teacher s Guide to Substitute Teaching offers A guide to making your own Substitute Teacher Tool Kit filled with items you will need throughout your day In depth information about each grade level so you know what to expect no matter what class you re assigned Core curriculum activities writing assignments and projects specifically targeted to each grade level Sponge activities games and fillers designed to help you fill the time until class transitions or before the end of the day Advice on how to keep calm and in control even if students try to test your limits An interactive CD ROM with ready to print templates and worksheets

*Educational Review* ,1923      **Educational Review** Nicholas Murray Butler, Frank Pierrepont Graves, 1895 Vols 19-34 include Bibliography of education for 1899-1906 compiled by James I Wyer and others      **Southern Educational Review** ,1907      *Nature and Science Education Review* ,1928      **The Homiletic Review** ,1903      *Teachers' Manual for Human Geography* J. Russell Smith, 1922      **Teaching in the Army** James C. Lewis (Jr.), 1920      Bulletin of the State Normal School, Milwaukee, Wis Wisconsin. State Normal School (Milwaukee), 1909      *Proceedings* Pennsylvania State University. Schoolmen's Week, 1928      Proceedings ,1928      *School Review Monographs* National Society of College Teachers of Education, 1925      Teachers' Monographs ,1922

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## Lesson Plan Feedback Checklist For Teachers Introduction

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