

Example of a Completed Online Feedback Form

This form is based on the California Teaching Performance Expectations for credential candidates.

Lesson Observation Feedback Form

Single Subject Credential Program at California State University, Stanislaus

Note: This form is based on the California Teaching Performance Expectations (TPEs) for credential candidates.

California Commission on Teacher Credentialing TPEs and Elements: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Email Address

dandrews@disney.k12.ca.us

Credential Candidate Name (Last Name, First Name):

Mouse, Mickey

Credential Candidate's CSUS Student ID Number:

1234567

The Credential Candidate's Subject Area

Math

Observation Number

Example: 1, 2...

1

School Field Placement Site:

Disney High School

Name of Observer

The name of the person completing this form.

Donna Andrews

Date of the Lesson Observation

MM / DD / YYYY

10/4/2017

Lesson Feedback Items

Please complete each item for the credential candidate.

Information Key

AP = Advanced Proficient: Exceeding expectations by using an innovative approach.
P = Proficient: Addressing the TPE at the level of a professional teacher.
E = Emerging: Beginning to address the TPE and progressing towards proficiency.
N = Needs Improvement: Needs improvement in order to address the TPE.

TPE 1: Engaging and Supporting All Students in Learning

E

TPE 2: Creating and Maintaining Effective Environments for Student Learning

E

TPE 3: Understanding and Organizing Subject Matter for Student Learning

P

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

E

TPE 5: Assessing Student Learning

E

TPE 6: Developing as a Professional Educator

E

Notes and Reflection

Please complete each item for the credential candidate.

What Aspects of the lesson went well?

Mickey organized the lesson effectively to achieve the lesson objective based on a state standard. He also utilized appropriate curricular materials to help make the content comprehensible for students.

What aspects of the lesson were challenging?

Mickey did not allot enough time for student discussion during a think-pair-share activity that involved determining alternative ways to approach a problem.

What are the recommendations for the next steps?

Mickey and I discussed using an electronic timer to help ensure that he uses instructional time effectively. We also thought that it would be useful for him to visually display the directions for future think-pair-share activities to enhance student productivity.

Electronic Signature: Please type your name below to indicate your electronic signature. This verifies that you have completed the form and shared it with the student teacher.

Donna Andrews
