### Second Step Lesson Observation Form

This form is for use by trainers or administrators when observing lesson presentations. Lines printed in bold are general statements followed by examples of how teachers might demonstrate that teaching strategy.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson Number</th>
<th>Lesson Title</th>
<th>Date</th>
<th>Teacher</th>
<th>Grade</th>
</tr>
</thead>
</table>

#### Storytelling and Group Discussion

**Maintained interest with good pacing and personalized examples:**
- Read at a comfortable and grade-appropriate listening pace
- Read with a clear reading voice
- Used personal examples or anecdotes
- Resolved questions being raised without getting bogged down

#### Followed lesson outline completely and sequentially:
- Defined key concepts clearly and used terms correctly
- Focused on lesson themes and objectives
- Checked for comprehension and corrected students who were confused
- Related concepts to student experience
- Reviewed lesson theme at end of session

#### Used empathic and nonjudgmental responses with students:
- Used nonjudgmental responses (“That’s one idea. What’s another?” rather than “Good idea.”)
- Responded empathically to student-related experience (listened, nodded)
- Demonstrated active-listening skills (maintained eye contact, rephrased or repeated students’ words)

#### Encouraged participation of all students:
- Arranged classroom to include all students
- Displayed photo and/or skill-steps poster to all students
- Called on a variety of students
- Waited a bit before calling on someone (occasionally waited for all hands up)
- Used a variety of discussion techniques (pair and share, small group)
Role-Play or Activity

**Guided student generation of behavioral-skills steps:**
- Asked for steps
- Asked for best sequence
- Asked leading questions or suggested steps when students were not forthcoming

**Modeled skill steps or concept simply and accurately:**
- Model role-play clearly illustrated theme
- Emotional expression and voice tone was obvious and appropriate
- Modeled positive self-reinforcement

**Facilitated student role-play or activity:**
- Gave clear and focused instructions
- Provided coaching and cueing during role-plays or activity
- Had students repeat role-play or activity to clarify key skills or concepts

**Guided students in evaluating the role-plays:**
- Referenced steps
- Phrased questions to elicit specific, constructive, informative feedback
- Phrased questions to elicit feedback on delivery quality (voice tone, eye contact)

**Overall**

**Facilitated transfer of learning:**
- Targeted times, places, or situations when students might use skills
- When necessary, discussed times when it might not be appropriate or safe to use a skill

** Appropriately managed student behavior:**
- Cued appropriate behavior by citing positive rules
- Redirected inappropriate responses (“That’s one idea. What’s another?”)
- Used nondisruptive means to stop disruptive behaviors (nonverbal signals)
- If separation was necessary, placed student so that participation from a distance was still possible
What the teacher did well:

Suggestions and ideas for the teacher to strengthen the lesson: