

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.

Unit _____ Lesson Number _____

Lesson Title _____ Date _____

Teacher _____ Grade _____

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

Clearly Evident
or Observed Partially Evident
or Observed Not Evident
or Observed

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Clearly Evident or Observed	Partially Evident or Observed	Not Evident or Observed
Role-Play or Activity			
Guided student generation of behavioral-skills steps:			
• Asked for steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asked for best sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asked leading questions or suggested steps when students were not forthcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled skill steps or concept simply and accurately:			
• Model role-play clearly illustrated theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Emotional expression and voice tone was obvious and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Modeled positive self-reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated student role-play or activity:			
• Gave clear and focused instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provided coaching and cueing during role-plays or activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Had students repeat role-play or activity to clarify key skills or concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided students in evaluating the role-plays:			
• Referenced steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phrased questions to elicit specific, constructive, informative feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Phrased questions to elicit feedback on delivery quality (voice tone, eye contact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall			
Facilitated transfer of learning:			
• Targeted times, places, or situations when students might use skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• When necessary, discussed times when it might not be appropriate or safe to use a skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately managed student behavior:			
• Cued appropriate behavior by citing positive rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Redirected inappropriate responses (“That’s one idea. What’s another?”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Used nondisruptive means to stop disruptive behaviors (nonverbal signals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• If separation was necessary, placed student so that participation from a distance was still possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What the teacher did well:

Suggestions and ideas for the teacher to strengthen the lesson: