

**FERRIS STATE UNIVERSITY – TEACHER EDUCATION DEPARTMENT**  
**REPORT FORM FOR EVALUATING PRE-STUDENT TEACHING MICRO-TEACHING**

Student \_\_\_\_\_ College Supervisor \_\_\_\_\_  
 School and City \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 Date of Visit \_\_\_\_\_ Time Period \_\_\_\_\_ Grade \_\_\_\_\_ Subject \_\_\_\_\_

GUIDE FOR BEHAVIORS TO OBSERVE Rating: (1) Excellent (2) Good (3) Needs Improv (4) No basis for judgment

DELIVERY STYLE:

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Cooperative/collaborative | <input type="checkbox"/> Lecture  |
| <input type="checkbox"/> Demonstration             | <input type="checkbox"/> Sip      |
| <input type="checkbox"/> Discussion                | <input type="checkbox"/> Team     |
| <input type="checkbox"/> Distance learning         | <input type="checkbox"/> Thematic |
| <input type="checkbox"/> Gaming/lab                |                                   |

- 1. Lesson Plan/Weekly Plan/Course Outline available
- 2. Signal for the start of class/instruction understood by students
- 3. Anticipatory Set
  - a. Created focus
  - b. Diagnosed learners
  - c. Provided reference to previously learned material
- 4. Objective(s)
  - a. Stated for learning
  - b. Focused for the instruction – the lesson hung together around the objective.
  - c. Presented an outcome based intent
- 5. Instructional Strategies of Teacher
  - a. Modeled or demonstrated the desired behavior – demonstrated what students need to do
  - b. Checked for understanding – covert & overt questions
  - c. Listed strategy(s) on lesson plan
  - d. Explained, directed, provided clear examples
  - e. Presented lesson in a logical order and clearly articulated ideas
  - f. Paced the lesson for a variety of learners
  - g. Transitions among activities were smooth
  - h. Sequenced activities smoothly
  - i. Used audio/visual aids advisedly
  - j. Addressed different types of learning styles
- 6. Motivation Techniques Used by Teacher
  - a. Used proximity when appropriate
  - b. Maintained eye contact with learners
  - c. Used interesting, novel and/or vivid instructional approaches
  - d. Exhibited enthusiasm
  - e. Used good feeling tone
  - f. Watched for attending behavior
  - g. Made effective use of gestures
  - h. Used praise appropriately

- i. Moved around the room with purpose (opposed to nervous pacing)
- j. Planned for all students to experience success
- k. Accepted (& used when appropriate) student ideas
- 7. Classroom Management
  - a. Presented a climate conducive to learning
  - b. Used verbal & non-verbal classroom management techniques
  - c. Met multicultural needs
- 8. Closure/Evaluation
  - a. Lesson was summarized by the teacher and/or students
  - b. Students actively participated in the closure
  - c. Closure was related to the objective(s)
  - d. Assessment of student achievement
  - e. Directions, assignments and/or explanations were specific, thorough and clear
  - f. Signal ending class or instructional time was presented
  - g. Feedback/correction of errors adequately used
  - h. Gave homework, seatwork, or a project to complete
- 9. Organization/Preparation
  - a. Well prepared
  - b. Knowledge of topic
  - c. Appropriate use of vocabulary
  - d. Called students by names
  - e. Established & maintained rapport with students
  - f. On-task behavior of students
  - g. Responded to off-task behavior
- 10. Professional Behaviors
  - a. Demonstrated knowledge of subject matter
  - b. Applied good teaching techniques
  - c. Used a variety of resources
  - d. Planned appropriately for procedures used
  - e. Demonstrated good professional attitude
- 11. Fundamental Skills
  - a. English
  - b. Spelling
  - c. Computational skill
  - d. Voice Quality

\_\_\_\_\_ **Progress appears to be satisfactory at this time.**

COMMENTS AND SUGGESTIONS: