



**LESSON OBSERVATION FORM WITH DIFFERENTIATED NEEDS**  
**DRAFT – NOT OFFICIAL – DRAFT -- Red indicates added text**

<b>Instructor's Name:</b>	<b>Date / /</b>	<b>Sem 1 / 2</b>
<b>Observer's Name:</b>	<b>Sec:</b>	<b>Time:</b>
<b>Contract Status:</b>	<b>Room:</b>	<b>Level:</b>
Probationary                      Full-time                      Part-Time	<b>No. of Students:</b>	

Inadequate/Unsatisfactory: 1      Unsatisfactory/Poor: 2      Satisfactory: 3      Good: 4      Outstanding: 5

<b>Lesson Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Clearly stated lesson aims					
Language analysis					
Lesson materials / aids – including manipulatives, kinesthetic-tactile					
Anticipated problems – alternative strategies					
Planned staging and timing – geared to differentiated needs <sup>1</sup>					
Timetable fit – plan is reasonable within allocated period					
<b>Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Conveying meaning clearly to each student					
Checking meaning / concept with Arabic language support as needed					
Practice of new language including review and repetition					
Focus on pronunciation and/or accuracy of alternate means of expression <sup>2</sup>					
Correction Reinforcement of student effort					
Continual informal assessment to show development of skills					
Coherent and flexible timing of activities and transitions					
Pace of lesson geared and adjusted to meet differentiated needs					
Achievement of stated aims					
<b>Classroom Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Behavioural control (of group/of individual students)					
Simplicity and clarity of instructions					
Teacher talk (graded language, STT/TTT)					
Spread of attention - equal for each student throughout whole class					
Systematic variety of classroom formats (open class, pair work, group work)					
Means of presentation appropriate to differentiated needs					
Neat/ uncluttered use of whiteboard					
Use of education technology/ e-podium/ Classware/ software					
Use of additional audio/ visual/ tactile/ other teaching aid					
Multiple and flexible means of eliciting					
Monitoring and feedback appropriate to differentiated needs					
<b>Teacher and Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher's own language proficiency (speaking, writing)					
Voice and manner					
Personality / rapport with students-each student					
Cultural sensitivity of teacher					
Student interest / engagement					
Personal appearance of teacher – neat, and in accord with dress code					

**Things that went well – comments**

**Lesson planning** .....  
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**Instruction** .....  
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**Classroom management**.....  
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**Teacher and students** .....  
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**Inclusivity** .....  
.....  
**Other** .....

**Areas to work on – comments**

**Lesson planning** .....  
.....  
**Instruction** .....  
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**Classroom management**.....  
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**Teacher and students** .....  
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**Inclusivity** .....  
.....  
**Other** .....

**Summary**

Teacher completed lesson observation assessment and the lesson has been graded as:

Teacher recommended to engage in a formal professional development plan.

- Grade 5: Outstanding
- Grade 4: Good
- Grade 3: Satisfactory
- Grade 2: Poor
- Grade 1: Unsatisfactory

**Reminder: For ideas and assistance in differentiated instruction and inclusivity, all teachers are encouraged to consult with members of the special needs team at KSU-PY.**

**Teacher’s signature** ..... **Observer’s signature** .....

Your signature does not necessarily indicate agreement with the evaluation above, but only that your lesson was observed and feedback was given.

- 1 “Differentiated” is a term which highlights the fact that in any classroom there will be students with a range of different strengths and weaknesses, different learning styles, and different interests and backgrounds. Gearing lessons to differentiated needs means taking diversity into account and adapting lesson plans to make the curriculum accessible for every student in the classroom.
- 2 “Alternate means of expression” is a phrase which is added in this case because, in inclusive teaching, students are allowed a variety of ways to indicate that they understand or have mastered a concept or skill. For example, a student who is unable to speak would be allowed to express himself or herself in writing, in sign-language, by drawing a picture, or by identifying the correct answer from a selection of choices. Universal design for learning (UDL) encourages teachers to provide students with opportunities to express themselves via a variety of means and modalities. Related principles of UDL are an emphasis on teachers displaying information in a variety of ways, and enabling students to be involved through multiple means of engagement.