

Lesson Observation Tool (M&E)

Date: _____ District: _____ Cluster: _____

Class: _____ School: _____

Subject: _____ Topic: _____

Teacher's Gender: Female Male Teacher's Name: _____

Note: Please tick only one cell against each indicator

	Indicator	1	2	3	4	Any other observation	Rating
1.	The teacher demonstrated friendly and polite behavior with students	<ul style="list-style-type: none"> ○ The teacher did not try to be friendly and polite with students. 	<ul style="list-style-type: none"> ○ The teacher tried to be friendly and polite during the initial phase of the lesson and focused on 2 or 3 students in the first row of the class. 	<ul style="list-style-type: none"> ○ The teacher tried to be friendly and polite during half of the lesson and focused on 5-10 students from the front 2-3 class rows. 	<ul style="list-style-type: none"> ○ The teacher tried to be friendly and polite throughout the lesson and focused most students from the entire class (all rows). 		
2.	The teacher used motivational strategies during teaching (Setting clear learning goals, Explained major/minor points with clarity and good examples, defined unfamiliar terms and concepts)	<ul style="list-style-type: none"> ○ The teacher did not use motivational strategies. 	<ul style="list-style-type: none"> ○ The teacher used motivational strategies and focused on 2-3 students in the first row of the class. 	<ul style="list-style-type: none"> ○ The teacher used motivational strategies and focused 5-10 students from the front 2-3 class rows. 	<ul style="list-style-type: none"> ○ The teacher used motivational strategies most of the teaching time and focused most students from the entire class (all rows). 		

3.	<p>The teacher used materials/objects to help children acquire and discover new knowledge. (Tied new material to previous learning, Integrated materials examples, cases from "real world")</p>	<ul style="list-style-type: none"> ○ The teacher did not use any material/objects to help children acquire and discover new knowledge. 	<ul style="list-style-type: none"> ○ The teacher used material/objects and engaged only 2-3 students 	<ul style="list-style-type: none"> ○ The teacher used the material/objects and engaged 5-10 students from the class rows front 2-3. 	<ul style="list-style-type: none"> ○ The teacher used the material/objects and engaged most students from the entire class (all rows). 		
4.	<p>The teacher had the content knowledge and relevance for the given topic) (Demonstrated command of the subject matter according to the class level)</p>	<ul style="list-style-type: none"> ○ The teacher did not have the content knowledge for the given topic according to class level 	<ul style="list-style-type: none"> ○ The teacher did not have the content knowledge for the given topic according to class level and engaged only 2-3 students from the first row of the class 	<ul style="list-style-type: none"> ○ The teacher did not have the content knowledge for the given topic according to class level and engaged 5-10 students from the class rows front 2-3. 	<ul style="list-style-type: none"> ○ The teacher did not have the content knowledge for the given topic according to class level and engaged most students from the entire class (all rows). 		

5.	<p>The teacher used questioning or responded appropriately to help children acquire and discover new knowledge. (Asked questions to monitor student understanding, waited sufficient time for students to answer questions replied appropriately to student's queries)</p>	<ul style="list-style-type: none"> ○ The teacher did not use questioning or responded to help children acquire and discover new knowledge. 	<ul style="list-style-type: none"> ○ The teacher used questioning or responded and engaged only 2-3 students from the front row of the class. 	<ul style="list-style-type: none"> ○ The teacher used questioning or responded and engaged 5-10 students from the front 2-3 class rows. 	<ul style="list-style-type: none"> ○ The teacher used questioning or responded and engaged most students from the entire class (all rows). 		
6.	<p>The teacher used participatory learning strategies. (Group work, pair work, think-pair-share, role playing, project-based learning, JIGSAW activity, brain storming etc.)</p>	<ul style="list-style-type: none"> ○ The teacher did not use any participatory learning strategy during any lesson phase. 	<ul style="list-style-type: none"> ○ The teacher used participatory learning strategies during one lesson phase and involved 2-3 students from the front row of the class. 	<ul style="list-style-type: none"> ○ The teacher used the active learning strategies in at least two lesson phases and involved 5-10 students from the front 2-3 class rows. 	<ul style="list-style-type: none"> ○ The teacher used active learning strategies in all lesson phases and engaged most students from the entire class (all rows). 		

7.	The teacher used formative assessment techniques to assess student learning during the learning process.	<ul style="list-style-type: none"> ○ The teacher did not use any formative assessment technique to assess student learning during the teaching-learning process. 	<ul style="list-style-type: none"> ○ The teacher used a formative assessment technique during one lesson phase and involved 2-3 students from the front row of the class. 	<ul style="list-style-type: none"> ○ The teacher used formative assessment techniques during two phases of the lesson and involved 5-10 students from the front 2-3 rows of the class. 	<ul style="list-style-type: none"> ○ The teacher used formative assessment techniques during all three phases of the lesson and involved most students from the entire class (all rows). 		
8.	The teacher used the summative assessment technique to assess student	<ul style="list-style-type: none"> ○ The teacher did not use the summative 	<ul style="list-style-type: none"> ○ The teacher used a summative assessment 	<ul style="list-style-type: none"> ○ The teacher used a summative assessment 	<ul style="list-style-type: none"> ○ The teacher used a summative assessment 		

	learning at the end of the learning process.	assessment technique to assess student learning at the end of the teaching-learning process.	technique and involved 2-3 students from the front row of the class.	technique and involved 5-10 students from the front 2-3 class rows.	technique and involved most students from the entire class (all rows).		
9.	The teacher provides feedback to the students and homework at the end	<ul style="list-style-type: none"> ○ The teacher did not provide feedback or homework to the students. 	<ul style="list-style-type: none"> ○ The teacher provided feedback to 2-3 students and homework from the front row of the class 	<ul style="list-style-type: none"> ○ The teacher provided feedback to 5-10 students and homework from the front 2-3 class rows. 	<ul style="list-style-type: none"> ○ The teacher provided feedback to most students and homework to the entire class (all rows) 		
10.	The teacher follows the five phases of the lesson plan in logical order (Engaging, Exploring, Explaining, Elaborating, and Evaluating)	<ul style="list-style-type: none"> ○ The teacher followed just one out of five phases of the lesson planning. 	<ul style="list-style-type: none"> ○ The teacher followed at least 2 phases of the lesson plan logically. 	<ul style="list-style-type: none"> ○ The teacher followed at least 3 phases of the lesson plan logically. 	<ul style="list-style-type: none"> ○ The teacher followed all 5 phases of the lesson plan logically. 		
11.	The teacher manages classroom time appropriately.	<ul style="list-style-type: none"> ○ The teacher completed the lesson in 10 minutes. 	<ul style="list-style-type: none"> ○ The teacher completed the lesson in 15 minutes and spent time inappropriately during different phases. 	<ul style="list-style-type: none"> ○ The teacher completed the lesson in 20 minutes and spent time appropriately in 2 or 3 phases. 	<ul style="list-style-type: none"> ○ The teacher completed the lesson in 25-30 minutes and spent time appropriately in all phases. 		

12. Summary Comments

<p>a. What the teacher's major strengths were as demonstrated in the observation?</p>	
<p>b. What suggestions do you have for improving the teacher's knowledge, skills or methodology?</p>	
<p>c. If this was a repeat observation, what progress did you discern in the teacher's skills?</p>	

Observer's Name: _____ **Signature:** _____