

Observation Form (Formative Assessment)		(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	Not applicable to the lesson (NA)
Teacher Candidate: _____ School: _____ Grade/Topic: _____					
Observation #: _____ Date: _____ Supervisor: _____					
The Learner and Learning					
Standard 1 Learner Development (Student Needs)					
1 Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students					
2 Collects data about student development and effectively uses the data to adjust teaching					
Standard 2 Learner Differences (Differentiation)					
3 Implements multiple developmentally appropriate and challenging learning experiences					
4 Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content					
Standard 3 Learning Environment (Classroom Management)					
5 Communicates, models, and positively reinforces clear task and behavioral expectations					
6 Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)					
7 Uses strategies for transitions that minimize problems and maximize instructional time					
8 Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment					
Comments on the Learner and Learning					
Content Knowledge					
Standard 4 Content Knowledge (Accuracy)					
9 Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding					
10 Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately					
Standard 5 Application of Content (Critical Thinking)					
11 Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)					
12 Uses questioning and activities to engage students to conjecture and discover key ideas					
Standard 5 Application of Content (Communication)					
13 Engages students in applying content knowledge and literacy skills to real world contexts					
14 Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships					
15 Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts					
Comments on Content Knowledge					
Instructional Practice					
Standard 6 Assessment (Classroom Assessment)					
16 Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson					
17 Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary					
Standard 6 Assessment (Impact on Student Learning)					
18 Provides students clear criteria and performance standards by which their work will be evaluated					
19 Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)					
20 Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)					
Standard 7 Planning for Instruction (Written Lesson Plans)					
21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons					

22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson				
23 Prepares necessary resources and materials				
24 Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
30 Provides content rich tasks that are purposeful and ensure student involvement				
31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
34 Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): List 1-3 standard areas from above for candidate to focus prior to your next observation

TC Signature _____

CT / US Signature _____