

# College of Education Observation Form



<b>Candidate Name:</b>	<b>Candidate ID Number:</b>	<b>Evaluator Name:</b>	<input type="checkbox"/> University Supervisor <input type="checkbox"/> Cooperating Teacher
<b>Date of Observation:</b>	<b>Time of Observation:</b>	<b>Observation Number:</b>	<input type="checkbox"/> Junior Field <input type="checkbox"/> Graduate Practicum <input type="checkbox"/> Student Teaching
<b>Content Area:</b>	<b>School:</b>	<b>Grade Level:</b>	<b>TWS Observation</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

## Instructions:

### *Pre-observation*

1. Establish time/date of observation and post-observation feedback session.
2. Review lesson plan, which should be submitted at least 24 hours before observation.
3. If any major concerns are identified in the lesson plan, communicate needs for revision as soon as possible.

### *During the Observation*

4. Observe teaching long enough to provide feedback on all components.
5. If observed teaching warrants comments in relation to Domain I (Planning), please note that in the comment sections of the relevant Domain II or III component.
6. For each component, check the descriptor that most accurately describes the candidate's performance (whole points only). To establish an overall score for the component, select the minimum level observed. For example, if a candidate is rated in both the Needs Improvement and Sufficient levels, the overall score would be Needs Improvement. Scores of Sufficient (2) or Proficient (3) are considered appropriate for student teaching; qualitative feedback for these scores are strongly encouraged.
7. If a score of Needs Improvement (1) is recorded, you must provide sufficient qualitative evidence in the comment box to support the rating.
8. If a descriptor is not assessed for a specific reason, a qualitative comment should be included to explain why the descriptor is not applicable.

### *Post-observation*

9. A post-observation feedback session should be held the same day as the observation.
10. Have the candidate explain the effectiveness of the lesson and suggestions for future improvement.
11. Provide actionable feedback to the candidate, including two specific goals for improvement.
12. Provide a copy of the completed Observation Tool to the candidate.
13. Submit a typed copy of the completed Observation Tool to the Field Placement Coordinator.

Domain II: The Classroom Environment

	<u>Needs Improvement (1)</u>	<u>Sufficient (2)</u>	<u>Proficient (3)</u>
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with other students</li> </ul>	<p><input type="checkbox"/> Candidate creates an environment in which classroom interactions (candidate-students and among students) are generally negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p><input type="checkbox"/> Candidate generally does not respond to disrespectful behavior.</p>	<p><input type="checkbox"/> Candidate creates an environment in which classroom interactions (candidate-students and among students) generally demonstrate caring and respect.</p> <p><input type="checkbox"/> Interactions are generally appropriate to the ages, developmental levels, and cultures of the students.</p> <p><i>InTasc: 3a, c, d, e, f, k, l</i></p>	<p><input type="checkbox"/> Candidate creates an environment in which classroom interactions (candidate-students and among students) consistently demonstrate caring and respect.</p> <p><input type="checkbox"/> Interactions are consistently appropriate to the ages, developmental levels, and cultures of the students.</p> <p><input type="checkbox"/> Candidate proactively establishes a positive learning environment that results in students demonstrating respect for each other and the candidate.</p> <p><i>InTasc: 2d, h, j, k; 3a, c, d, e, f, h, j, k, l1</i></p>
<b>Score for 2a:</b>	<b>Comments for 2a:</b>		
<p><b>2b: Establishing a Culture for Learning</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	<p><input type="checkbox"/> Candidate does not establish an effective culture for learning.</p> <p><input type="checkbox"/> The candidate's attitude toward content is generally negative and expectations for student learning are low.</p>	<p><input type="checkbox"/> Candidate establishes an effective culture for learning by generally modeling the importance of content and conveying high learning expectations for most students.</p> <p><i>InTasc: 5a, d, g, o</i></p>	<p><input type="checkbox"/> Candidate establishes an effective culture for learning by consistently modeling the importance of content and conveying high learning expectations for all students.</p> <p><input type="checkbox"/> Students also demonstrate a consistent commitment to the learning tasks and appear to be motivated toward completing high-quality work.</p> <p><i>InTasc: 5a, d, f, g, k, m, o</i></p>
<b>Score for 2b:</b>	<b>Comments for 2b:</b>		

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	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>2c: Managing Classroom Procedures</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Management of Instructional Groups</li> <li>• Management of Transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> </ul>	<p><input type="checkbox"/> Candidate inconsistently creates and implements classroom routines and procedures that lead to effective use of time and materials.</p> <p><input type="checkbox"/> Candidate inadequately arranges and mismanages instructional groups.</p> <p><input type="checkbox"/> Students do not generally follow routines.</p>	<p><input type="checkbox"/> Candidate generally creates and implements classroom routines and procedures that lead to effective use of time and materials.</p> <p><input type="checkbox"/> Candidate arranges and manages instructional groups that are only partially appropriate to the students or only moderately successful in advancing the instructional outcome of the lesson.</p> <p><input type="checkbox"/> Students generally follow routines with regular guidance and prompting.</p> <p><i>InTasc: 3d, k</i></p>	<p><input checked="" type="checkbox"/> Candidate consistently creates and implements classroom routines and procedures that lead to effective use of time and materials.</p> <p><input type="checkbox"/> Candidate arranges and manages instructional groups that are productive and fully appropriate to the students and the instructional purposes of the lesson.</p> <p><input type="checkbox"/> Students consistently follow routines with minimal guidance and prompting.</p> <p><i>InTasc: 3d, i, j, k</i></p>
<b>Score for 2c: 1</b>	<b>Comments for 2c:</b>		
<p><b>2d: Managing Student Behavior</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>	<p><input type="checkbox"/> Candidate does not establish positive behavioral expectations that are clear to most students.</p> <p><input type="checkbox"/> Candidate reacts to student behavior in ways that are inconsistent, inappropriate, and/or disrespectful.</p>	<p><input type="checkbox"/> Candidate establishes positive behavioral expectations which are clear to most students.</p> <p><input type="checkbox"/> Candidate generally reacts to student misbehavior appropriately and respectfully.</p> <p><i>InTasc: 3j, k</i></p>	<p><input type="checkbox"/> Candidate collaboratively establishes clear, positive behavioral expectations with students.</p> <p><input type="checkbox"/> Candidate actively monitors student behavior by recognizing and supporting positive behaviors and responding to misbehavior appropriately and respectfully.</p> <p><i>InTasc: 3a, c, e, i, j, k</i></p>
<b>Score for 2d:</b>	<b>Comments for 2d:</b>		

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	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>2e: Organizing Physical Space*</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul> <p><i>*When evaluating this component, keep in mind the candidate's ability to control the physical environment is limited to what the CT allows.</i></p>	<p><input type="checkbox"/> Candidate organizes the physical arrangement of the classroom and classroom resources in ways that are unsafe and/or inaccessible for some students.</p> <p><input type="checkbox"/> The physical space is not conducive to learning activities.</p> <p><input type="checkbox"/> Physical resources, including technology, are used in ways that may inhibit student learning.</p>	<p><input type="checkbox"/> Candidate organizes the physical arrangement of the classroom and classroom resources are safe and accessible for most students.</p> <p><input type="checkbox"/> The physical space is conducive to most learning activities.</p> <p><input type="checkbox"/> Physical resources, including technology, are generally used to facilitate student learning.</p> <p><i>InTasc: 3d, g, m</i></p>	<p><input type="checkbox"/> Candidate organizes the physical arrangement of the classroom and classroom resources are safe and accessible for all students.</p> <p><input type="checkbox"/> The physical space is conducive to all learning activities.</p> <p><input type="checkbox"/> Physical resources, including technology, are consistently used to facilitate student learning.</p> <p><i>InTasc: 3d, g, h, m</i></p>
<b>Score for 2e:</b>	<b>Comments for 2e:</b>		

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**Domain III: Instruction**

	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>3a: Communication with Students</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>	<p><input type="checkbox"/> Candidate’s explanation of the instructional purpose, directions, and procedures is unclear and confusing for most students.</p> <p><input type="checkbox"/> The explanation of content and vocabulary has many errors.</p> <p><input type="checkbox"/> Candidate uses oral and written language that may be developmentally inappropriate.</p> <p><input type="checkbox"/> Candidate uses no specific strategies to support the communication needs of diverse learners.</p>	<p><input type="checkbox"/> Candidate explains the instructional purpose, directions, and procedures in ways that are clear to most students.</p> <p><input type="checkbox"/> The explanation of content and vocabulary is generally accurate.</p> <p><input type="checkbox"/> Candidate uses oral and written language that is generally developmentally appropriate.</p> <p><input type="checkbox"/> Candidate uses some communication strategies to support diverse learners.</p> <p><i>InTasc: 5e, h, l</i></p>	<p><input type="checkbox"/> Candidate explains the instructional purpose, directions, and procedures in ways that are clear to all students.</p> <p><input type="checkbox"/> The explanation of content is consistently accurate and vocabulary instruction extends the students’ language acquisition.</p> <p><input type="checkbox"/> Candidate uses oral and written language that is consistently developmentally appropriate.</p> <p><input type="checkbox"/> Candidate consistently uses multiple communication strategies to support diverse learners.</p> <p><i>InTasc: 5e, h, l, n</i></p>
<b>Score for 3a:</b>	<b>Comments for 3a:</b>		

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	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>3b: Using Questioning and Discussion Techniques</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>	<input type="checkbox"/> Candidate only uses questions/prompts that foster lower-level student thinking. <input type="checkbox"/> Candidate uses discussion techniques that limit student participation. <input type="checkbox"/> Candidate does not provide adequate wait time. <input type="checkbox"/> Candidate does not attempt to use techniques that foster student-to-student interactions.	<input type="checkbox"/> Candidate attempts to use questions/prompts that foster a range from lower-level to higher-level student thinking. <input type="checkbox"/> Candidate uses discussion techniques that invite most students to participate. <input type="checkbox"/> Candidate generally uses adequate wait time. <input type="checkbox"/> Candidate attempts to use techniques that foster student-to-student interactions.  <i>InTasc: 8d, h, i, k</i>	<input type="checkbox"/> Candidate consistently uses questions/prompts that foster a range from lower-level to higher-level student thinking. <input type="checkbox"/> Candidate uses discussion techniques that invite all students to participate. <input type="checkbox"/> Candidate consistently uses adequate wait time. <input type="checkbox"/> Candidate uses techniques that foster student-to-student interactions.  <i>InTasc: 8a, d, f, h, i, j, k, l</i>
<b>Score for 3b:</b>	<b>Comments for 3b:</b>		

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	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>3c: Engaging Students in Learning</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>	<p><input type="checkbox"/> Candidate facilitates activities and assignments that are not aligned with instructional outcomes.</p> <p><input type="checkbox"/> Candidate facilitates activities and assignments that are inappropriate for most students' developmental levels.</p> <p><input type="checkbox"/> Candidate does not group students in ways that support instructional outcome(s).</p> <p><input type="checkbox"/> Candidate uses materials that hinder student engagement.</p> <p><input type="checkbox"/> Lesson structure and/or pacing hinders student engagement.</p>	<p><input type="checkbox"/> Candidate attempts to facilitate activities and assignments that are generally aligned with instructional outcomes.</p> <p><input type="checkbox"/> Candidate attempts to facilitate activities and assignments that are appropriate for some students' developmental levels.</p> <p><input type="checkbox"/> Candidate attempts to group students in ways that support the instructional outcome(s).</p> <p><input type="checkbox"/> Candidate generally facilitates the lesson using materials that foster student engagement.</p> <p><input type="checkbox"/> Candidate generally facilitates the lesson using a recognizable structure with appropriate pacing.</p> <p><i>InTasc: 1a, d; 3d, j, k, m; 4b, c, d, e, f, h, j, k, n; 5b, c, f, j, l; 8a, b, d, e, g, h, i, j, m, n, o</i></p>	<p><input type="checkbox"/> Candidate consistently facilitates activities and assignments that are aligned with instructional outcomes, support cultural awareness,</p> <p><input type="checkbox"/> Candidate consistently facilitates activities and assignments that are appropriate for all students' developmental levels.</p> <p><input type="checkbox"/> Candidate groups students in ways that support the instructional outcome(s).</p> <p><input type="checkbox"/> Candidate consistently facilitates the lesson using materials that foster student engagement.</p> <p><input type="checkbox"/> Candidate consistently facilitates the lesson using a recognizable structure with appropriate pacing.</p> <p><i>InTasc: 1a, b, d, e, f; 3b, d, h, i, j, k, m; 4b, c, d, e, f, g, h, j, k, l, m, n; 5a, b, c, f, g, j, k, l, m, p; 8a, b, c, d, e, f, g, h, i, j, k, l, m, n, o;</i> <a href="#">MCA 20-1-501</a></p>
<b>Score for 3c:</b>	<b>Comments for 3c:</b>		

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	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<p><b>3d: Using Assessment in Instruction</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> </ul>	<p><input type="checkbox"/> Candidate's communication of assessment and performance standards is unclear to students.</p> <p><input type="checkbox"/> Candidate does not actively monitor student learning during the lesson.</p> <p><input type="checkbox"/> Candidate's feedback provided to students is inaccurate or too general to guide them toward the learning outcomes.</p>	<p><input type="checkbox"/> Candidate communicates general assessment and performance standards to students.</p> <p><input type="checkbox"/> Candidate utilizes monitoring of some students' learning to support instructional outcomes (use of technology as appropriate).</p> <p><input type="checkbox"/> Candidate's feedback provided to students is generally accurate.</p> <p><i>InTasc: 6a, b, d, e, i, j, n, o</i></p>	<p><input type="checkbox"/> Candidate communicates clear assessment and performance standards that students can use to guide their learning.</p> <p><input type="checkbox"/> Candidate's progress monitoring consistently generates data on all students' learning that guides instruction (use of technology as appropriate).</p> <p><input type="checkbox"/> Candidate's feedback provided to students is consistently accurate, timely, and minimizes bias.</p> <p><i>InTasc: 6a, b, c, d, e, g, h, i, j, k, l, n, o, p</i></p>
<b>Score for 3d:</b>	<b>Comments for 3d:</b>		
<p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>	<p><input type="checkbox"/> Candidate adheres to an instructional plan even when adjustment is clearly needed.</p> <p><input type="checkbox"/> Candidate does not attempt to respond to students' questions, level of interest, and skill abilities.</p> <p><input type="checkbox"/> Candidate does not persist in seeking approaches to support students or attributes lack of student learning on extraneous factors outside of the candidate's influence.</p>	<p><input type="checkbox"/> Candidate attempts to adjust the lesson, but in a way that interrupts the pacing and flow of the learning.</p> <p><input type="checkbox"/> Candidate responds to the whole group's questions, level of interest, and skill abilities.</p> <p><input type="checkbox"/> Candidate persists in seeking approaches to support students using a limited repertoire of instructional strategies.</p> <p><i>InTasc: 2a, c; 5c, d, f, h, n; 7l</i></p>	<p><input type="checkbox"/> Candidate adjusts the lesson efficiently when needed.</p> <p><input type="checkbox"/> Candidate responds to individual students' questions, level of interest, and skill abilities.</p> <p><input type="checkbox"/> Candidate persists in seeking approaches to support students using a broad repertoire of instructional strategies and professional collaborations.</p> <p><i>InTasc: 2a, b, c, e, f, g, h, i, j, k; 5c, d, f, g, h, l, m, n; 7f, j, l, m</i></p>
<b>Score for 3e:</b>	<b>Comments for 3e:</b>		

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**Domain IV: Professional Responsibilities**

	<b><u>Needs Improvement (1)</u></b>	<b><u>Sufficient (2)</u></b>	<b><u>Proficient (3)</u></b>
<b>4a: Reflecting on Teaching</b>  <u>Elements:</u> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>	<input type="checkbox"/> The candidate does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	<input type="checkbox"/> Candidate has a generally accurate impression of the lesson's effectiveness and provides general ideas on how the candidate can improve their professional practice.  <i>InTasc: 9b, c, g,</i>	<input type="checkbox"/> Candidate accurately assesses the lesson's effectiveness and provides multiple and specific ideas on how the candidate can improve their professional practice.  <i>InTasc: 9b, c, g, k</i>
<b>Score for 4a:</b>	<b>Comments for 4a:</b>		

<b>Goal 1:</b>
<b>Goal 2:</b>