

***Formative Lesson Observation***

The purpose of this formative lesson observation is to document the candidate’s teaching performance growth over the course of the student teaching semester. Unlike the summative lesson observation form that showcases the candidate’s teaching performance at the conclusion of student teaching, the formative lesson observation should be used to guide the candidate’s teaching performance over time.

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| Teacher Candidate: | Date: |
| Classroom Teacher: | School: |
| University Supervisor: | Grade/Subject: |
| Date of CT/US/Student formative lesson observation conference: | |

* The indicators and descriptions in the form below indicate what a *Proficient* candidate is able to do; Performance levels with performance criteria are provided at levels 4, 3, 2, and 1.
* A score of *3-Proficient* is considered proficient and is appropriate for a preservice teacher entering the teaching profession. Please choose the score that represents consistency in a majority of the bullets of a single score.

***Exemplary (4)***: Consistent evidence of student centered learning/student ownership of learning; teacher facilitates the learning

***Proficient (3)***: Some evidence of student centered learning/student ownership of learning; teacher facilitates the learning

***Approaching Proficient (2)***: Moving towards student centered learning/student ownership of learning; consistent reliance on teacher direction

***Unsatisfactory (1)***: Heavy emphasis on teacher direction; minimal evidence of student ownership of learning

***Formative Lesson Observation Form***

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| **Domain: Designing & Planning Instruction** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Instructional Plans*:** Include objectives aligned to standards; activities, materials, and assessments are aligned to standards, are intentionally sequenced, and build on prior student knowledge; lesson plan is appropriate for the age and knowledge of the students and provides opportunities to accommodate individual student needs (ADEPT 1A, 1B, 1C, 2A, 2C, 3B; InTASC 6, 7, 8)  ***Student Work***: Assignments require students to interpret and analyze information, draw conclusions and support conclusions through writing; student work should connect what they are learning to life experiences (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3B; InTASC 6, 7, 8)  ***Assessment***: Assessments are aligned to standards and have clear and measurable criteria (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3A, 3B, 3C; InTASC 6, 7, 8) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |

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| **Domain: The Learning Environment** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Expectations:***Are high and demanding for every student; students are encouraged to learn from mistakes; teacher creates experiences where students can experience success; students complete work according to teacher expectations (ADEPT 4A, 4B, 8C, 9B; InTASC 1, 2, 3)  ***Managing Student Behavior:***Students are on-task; expectations and rules have been established for behavior; different techniques are used to motivate students; disruptions are addressed (ADEPT 1E, 8B, 9A, 9C; InTASC 1, 2,3)  ***Environment:*** The classroom is welcoming and organized and understandable to students; resources and supplies are accessible; student work is displayed; promotes individual and group learning (ADEPT 8A, 8B; InTASC 1, 2, 3)  ***Respectful Culture:***All interactions are respectful and friendly; teacher is receptive to interests and opinions of the students (ADEPT 8B, 8C, 9A; InTASC 1, 2, 3) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |

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| **Domain: Instruction** | **Comments** |
| The *Proficient* candidate demonstrates, on whole, the following:  ***Standards and Objectives:***Are communicated, aligned and sequenced, connected, and clear (ADEPT 1B, 2A, 4A, 7A; InTASC 4)  ***Motivating Students:***Content is relevant, meaningful, and engaging; exploration, inquiry, curiosity, and effort are valued (ADEPT 1E, 4B, 4C, 6C; InTASC 4, 5)  ***Presenting Instructional Content:***Visuals, examples, and modeling are used when appropriate; communication is clear; intentional sequencing is demonstrated (ADEPT 5A, 5C, 6B, 6C; InTASC 5)  ***Lesson Structure and Pacing:***The lesson is coherent (beginning, middle, and end); no time is lost; routines are established; pacing is appropriate and allows students to progress at different rates (ADEPT 6C, 9B, 9C; InTASC 5, 7)  ***Activities and Materials:***Support the lesson objectives, are challenging, incorporate appropriate technology, elicit a variety of thinking, are relevant, provide opportunities for student-student interaction, provide students with choices, induce curiosity, and sustain attention (ADEPT 5B, 5C, 6C; InTASC 5, 8)  ***Questioning:***Question types are varied, purposeful, and sequenced intentionally; wait time is used; active responses are required; volunteers and non-volunteers are called on; students generate questions to further inquiry (ADEPT 5C, 7A; InTASC 5, 8)  ***Academic Feedback*:** Oral and written feedback is academic focused; frequently given; feedback from students is used to guide instruction; teacher invites students to give feedback to one another (ADEPT 7A, 7B, 7C; InTASC 6, 8)  ***Grouping Students:***Instructional groupingmaximizes student learning; group composition is varied; students are held accountable for group and individual work (ADEPT 5B, 5C; InTASC 3)  ***Teacher Content Knowledge***: Accurate content knowledge is demonstrated; subject-specific strategies are used; key ideas are highlighted; depth of coverage is a focus (ADEPT 5A, 5B, 6A, 6B; InTASC 4, 8)  ***Teacher Knowledge of Students:***Differentiated instructional methods are used; student interests and cultural heritage is incorporated; the teacher demonstrates an understanding of anticipated responses, common misconceptions, and possible learning difficulties (ADEPT 5A, 6B; InTASC 1, 2)  ***Thinking:***At least one type of thinking is taught and used (analytical, practical, creative, research-based); students generate ideas and alternatives and analyze problems from multiple perspectives (ADEPT 5B; InTASC 5, 8)  ***Problem Solving****:* Activities are implemented that teach and reinforce at least two types of problem solving (abstraction, categorization, drawing conclusions/justifying solutions, predicting, observing and experimenting, improving solutions, identifying relevant and irrelevant information, generating ideas, creating and designing) (ADEPT 5B; InTASC 5, 8) | **Score** (4, 3, 2, or 1): |
| **Strengths:** |
| **Areas for Improvement:** |

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| **Technology** | | | | | |
|  | Performance Standard | Exemplary  4 | Proficient  3 | Approaching Proficient  2 | Unsatisfactory  1 |
| **Use of Technology**  **Score:** \_\_\_ | Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads). | Always | Often | Sometimes | Rarely |
| **Use of Technology**  Score: \_\_\_ | Candidate uses web sites and web applications in the design and implementation of lessons. | Always | Often | Sometimes | Rarely |
| **Evidence Notes** |  | | | | |