

CAL POLY SCHOOL of EDUCATION

Teacher Education Observation Form



Teacher Candidate:	School:	Date:
Cooperating Teacher:	Lesson Topic:	Grade Level:
University Supervisor:	___ Summative (2.4 & 3.4) ___ Formative (All Others)	Observation #:

1 = Did not Demonstrate

2 = Partially Demonstrated

3 = Demonstrated

4 = Demonstrated with Distinction

Obs. #	A. PLANNING AND PREPARATION	Rating	Evidence
2.3 2.4 3.2 3.4	A1. Knowledge of Students - TC acquires knowledge of how all Ss learn – ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lesson accordingly; TC understands that Ss learn through developmentally-appropriate & active engagement. <i>TPE 1, UDL</i>		
2.3 2.4 3.2 3.4	A2. Setting Instructional Outcomes - Most outcomes represent high expectations/rigor & are clear, measurable, aligned w/ standards, & suitable for most Ss. <i>TPE 3, 4, UDL</i>		
2.3 2.4 3.2 3.4	A3. Designing Coherent Instruction - Most learning activities align with learning outcomes & follow an organized progression; Ss engage in cognitive activities with evidence of UDL; groupings & time allocations appropriate. <i>TPE 1, 3, 4, UDL</i>		
2.3 2.4 3.2 3.4	A4. Designing Student Assessment – Formative assessments match instructional outcomes; clear criteria provided & appropriately designed assessments implemented. <i>TPE 5</i>		
2.3 2.4 3.2 3.4	A5. Supporting Emergent Bilinguals - ELD standards align w/ & support lesson outcomes, assessments, & instructional activities; some attempt to draw on home language, culture, and/or prior knowledge; whole-class scaffolds support academic language production & content engagement. <i>TPE 1</i>		
2.3 2.4 3.2 3.4	A6. Supporting Students w/ Disabilities – Evidence-based instructional methods included that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations & modifications & provide access to grade-aligned instruction. <i>TPE 1</i>		
	B. CLASSROOM ENVIRONMENT	Rating	Evidence
1.2 1.4 2.1 2.4 3.4	B1. Creating an Environment of Respect & Rapport - Interactions (TC:Ss & Ss:Ss) friendly & respectful; appropriate for all ages, cultures, developmental levels; & provide opportunity for some intellectual risk taking. <i>TPE 2</i>		
1.2 1.4 2.1 2.4 3.4	B2. Managing Classroom Procedures - Little loss of instructional time due to effective routines & procedures; effective TC management of transitions and materials; Ss need minimal guidance/prompting to follow established routines. <i>TPE 2</i>		
1.3 1.4 2.2 2.4 3.4	B3. Managing Student Behavior - Standards of conduct established w/ consistent implementation & effective monitoring of S behavior; response to misbehavior consistent and respectful. <i>TPE 2</i>		

C. INSTRUCTION		Rating	Evidence
2.1 2.4 3.4	C1. Communicating with Students - TC communicates clear instructional purpose, directions/procedures, & accurately represents content; appropriate teacher modeling & use of academic language. <i>TPE 1, 3, UDL</i>		
2.2 2.4 3.4	C2. Using Questioning and Discussion Techniques - Some questions promote S thinking & TC consistently challenges Ss to explain their thinking; Ss formulate questions & most Ss engaged/involved in discussions. <i>TPE 5</i>		
2.1 2.4 3.4	C3. Engaging Students in Learning - Tasks & materials fully aligned with outcomes; TC challenges S thinking with an opportunity for Ss to demonstrate thinking; recognizable & suitable structure (e.g., groupings & pacing); multiple options for engagement. <i>TPE 1, UDL</i>		
2.2 2.4 3.4	C4. Using Assessment in Instruction - Ss aware of formative assessment criteria & some engage in self-assessment; TC monitors learning of the whole class & small groups & monitoring informs next steps; feedback to Ss is accurate & specific; multiple means of expression provided. <i>TPE 5, UDL</i>		
2.3 2.4 3.2 3.4	C5. Supporting Emergent Bilinguals - Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing; some attempt to draw on home language, culture, and/or prior knowledge; TC implements some whole class language supports to engage EBs. <i>TPE 1</i>		
2.3 2.4 3.2 3.4	C6. Supporting Students w/ Disabilities - Use of evidence-based instructional methods that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations/modifications and provide access to grade-aligned instruction. <i>TPE 1</i>		
D. PROFESSIONAL RESPONSIBILITIES - REFLECTION		Rating	Evidence
2.2 2.4 3.4	D1. Reflecting on Teaching - TC accurately assesses the effectiveness of lesson & identifies specific ways to improve the lesson. <i>TPE 6</i>		
2.3 2.4 3.4	D2. Professionalism - TC demonstrates professionalism through appropriate dress, confidence, & actively serving all Ss to ensure S success. <i>TPE 6</i>		

2-3 Strengths	Evidence to Support Strengths
2-3 Areas for Growth	Evidence to Support Areas for Growth

Emailed Copies To:

Date:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator