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

**ND = Not Demonstrated PD = Partially Demonstrated D = Demonstrated DD = Demonstrated with Distinction (NA for 20/21 AY)**

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| **Obs. #** | **A. Planning and Preparation** | **Rating** | **Evidence** |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1, UDL* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **Setting Instructional Outcomes** - Most outcomes represent high expectations/rigor & are clear, measurable, aligned w/ standards, & suitable for most Ss. *TPE 3, 4, UDL* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1, 3, 4, UDL* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **Designing Student Assessment** – Formative assessments match instructional outcomes; clear criteria provided & appropriately designed assessments implemented. *TPE 5* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1* |  |  |
|  | **B. Classroom Environment** | **Rating** | **Evidence** |
| 1.1  1.4  2.1  2.4  3.4 | 1. **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. *TPE 2* |  |  |
| 1.2  1.4  2.1  2.4  3.4 | 1. **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. *TPE 2* |  |  |
| 1.3  1.4  2.2  2.4  3.4 | 1. **Managing Student Behavior -** Standards of conduct established w/ consistent implementation & effective monitoring of S behavior; response to misbehavior consistent and respectful. *TPE 2* |  |  |
|  | **C. Instruction** | **Rating** | **Evidence** |
| 2.1  2.4  3.4 | 1. **Communicating with Students** - TC communicates clear instructional purpose, directions/procedures, & accurately represents content; appropriate teacher modeling & use of academic language. *TPE 1, 3, UDL* |  |  |
| 2.2  2.4  3.4 | 1. **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. *TPE 5* |  |  |
| 2.1  2.4  3.4 | 1. **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. *TPE 1, UDL* |  |  |
| 2.2  2.4  3.4 | 1. **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. *TPE 5, UDL* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1* |  |  |
| 2.3  2.4  3.2  3.4 | 1. **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. *TPE 1* |  |  |
|  | **D. Professional Responsibilities - Reflection** | **Rating** | **Evidence** |
| 2.2  2.4  3.4 | 1. **Reflecting on Teaching -** TC accurately assesses the effectiveness of lesson & identifies specific ways to improve the lesson. *TPE 6* |  |  |
| 2.3  2.4  3.4 | 1. **Professionalism -** TC demonstrates professionalism through appropriate dress, confidence, & actively serving all Ss to ensure S success. *TPE 6* |  |  |

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| **2-3 Strengths** | **Evidence to Support Strengths** |
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| **2-3 Areas for Growth** | **Evidence to Support Areas for Growth** |
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**Date:**