**Single Subject Teacher Candidate Observation Tool**

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| **Teacher Candidate:** | **Date:**  |
| **Cooperating Teacher:** | **University Supervisor:** |
| **School:** | **Discipline:** |
| **Co-Instructional strategies clearly indicated in lesson plan? \_\_\_\_\_Yes****\_\_\_\_\_\_No**  | **Observation #:** |

**1** = Did not Demonstrate / **2** = Partially Demonstrated / **3** = Demonstrated /**4** = Demonstrated with Distinction

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| **A. Planning and Preparation**  | **Rating** | **Notes** |
| **Demonstrating Knowledge of Students -** Plan includes Universal Design for Learning (UDL) and matches current needs of all learners (e.g., students with special needs, English learners, etc.) *TPE 1, UDL* | **1 2 3 4** |  |
| **Setting Instructional Outcomes-** Lesson objective(s) specific, measurable, clear; appropriate rigor and flexibility for inclusivity of all students *TPE 3, 4, UDL* | **1 2 3 4** |
| **Designing Coherent Instruction-** Learning activities match objectives; Appropriate challenge, pacing and grouping; Developmentally and conceptually appropriate subject specific pedagogy; Evidence of Universal Design for Learning *TPE 1, 3, 4, UDL* | **1 2 3 4** |
| **Designing Student Assessments-** Well-developed strategy for using formative assessment; Assessments match objective(s) *TPE 5* | **1 2 3 4** |
| **Supporting Emergent Bilinguals-** Lesson includes appropriate ELD standard(s) aligned with curriculum standards/lesson objectives; Scaffolds to support academic language and content knowledge are present *TPE 1* |  **1 2 3 4****N/A** |
| **B. Classroom Environment** | **Rating** | **Notes** |
| **Creating an Environment of Respect and Rapport-** Interactions between the teacher candidate and students, and among students, are uniformly respectful; Misbehavior and disrespect consistently addressed *TPE 2* | **1 2 3 4** |  |
| **Managing Classroom Procedures-** Routines implemented smoothly and consistently; Little or no loss of instructional time *TPE 2* | **1 2 3 4** |
| **Managing Student Behavior-** Standards of conduct are established for the class and implemented successfully and consistently *TPE 2* | **1 2 3 4** |
| **C. Instruction**  | **Rating** | **Notes** |
| **Communicating With Students-** Candidate communicated clear expectations for learning, directions/procedures, and accurately represented content; Information represented through multiple means; Appropriate teacher modeling; Content accurate including use of academic language *TPE 1, 3, UDL* | **1 2 3 4** |  |
| **Using Questioning and Discussion Techniques-** Variety of questions promote student thinking; Most students engaged/involved in discussions *TPE 5* | **1 2 3 4** |
| **Engaging Students in Learning-** Students engaged, guided and supported through multiple means; Activities align with objectives; Appropriate challenge, grouping and pacing to meet needs and abilities of students; Lesson has clear structure (anticipatory set, closure) *TPE 1, UDL* | **1 2 3 4** |
| **Using Assessment in Instruction-** Candidate monitors student learning, assesses objective(s) and provides timely and appropriate feedback including reinforcement; Students provided with multiple means of action and/or expression *TPE 5, UDL* | **1 2 3 4** |
| **Supporting Emergent Bilinguals-** ELs/EBs actively participate; Opportunities provided for language production and content engagement; Tasks draw on home language/culture/prior knowledge *TPE 1* | **1 2 3 4****N/A** |

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| **D. Professional Responsibilities - Reflection** | **Rating** | **Notes** |
| **Reflecting on Teaching-** Candidate accurately assesses the effectiveness of lesson; Identifies specific ways lesson might be improved *TPE 6* | **1 2 3 4** |  |
| **Professionalism-** Candidate demonstrated professionalism - dress, punctuality, confidence, responsive to feedback, etc. *TPE 6* | **1 2 3 4** |

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| **Evidence:** |
| **2 – 3 Strengths of this lesson include:** |
| **2 – 3 Suggestions for improvement include:** |

**Emailed copies to: Date:**