

Teacher Candidate Observation Report Teacher Candidate: _____

Use the following rubric as a guide for all indicators.

| 0-Unacceptable | 1-2 Developing | 3-4 Acceptable | 5-6 Target |
|--|--|---|---|
| Not present. The candidate does not include the indicator in his/her planning, action, or reflection. | Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners. | Elements of the indicator are of good quality, but there is room for improvement. The candidate demonstrates the methods and skills needed to meet the needs of most learners. | High quality of the indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests. |

Planning Indicators

1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
2. Lesson objectives are measurable and observable.
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.
6. The lesson design demonstrates an accurate understanding of content.
7. The lesson is designed to engage students in meaningful instructional tasks related to content.
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.
9. Formative and/or summative assessments are aligned with objectives.
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

Rating

1. 5
2. 5
3. 6
4. 6
5. 5
6. 5
7. 5
8. 5
9. 6
10. 6

Comments:

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
8. The lesson is modified as needed based on formative assessment within the lesson.

Rating

1. 6
2. 4
3. 5
4. 4
5. 4
6. 5
7. 5
8. 5

noticing

starting

Comments:

Content Indicators

- 1. The content of the lesson is significant and worthwhile.
- 2. The content of the lesson is appropriate for the developmental levels of the students in this class.
- 3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
- 4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
- 5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Rating
 1. 5
 2. 5
 3. 5
 4. 5
 5. 5
 Rating

Comments:

Climate Indicators

- 1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.
- 2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.
- 3. Active participation of all is encouraged and valued.
- 4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.
- 5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
- 6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
- 7. There was a high proportion of student-to-student communication about the content of the lesson.

Rating
 1. 6
 2. 6
 3. 6
 4. 6
 5. 5
 6. 5
 7. 6

Comments:

Classroom Management Indicators

- 1. The teacher candidate has an effective way of getting all students in the class to be attentive.
- 2. The teacher candidate does not try to "talk over" the students.
- 3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
- 4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
- 5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
- 6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.

Rating
 1. 4
 2. 4
 3. 5
 4. 5
 5. 5
 6. 5

Comments:

Reflection Indicators

- 1. The teacher candidate describes how s/he made decisions for planning and implementation.
- 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.
- 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.
- 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
- 5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

Rating
 1. 6
 2. 6
 3. 6
 4. 6
 5. 6

Comments:

Capsule Rating (An overall assessment-Circle only 1 number): 0 1 2 3 4 5 6

Rationale for Capsule Rating:

Recommendation: 1 (Discontinue license prep) 2 (Remedy deficiencies) 3 (Continue program)

SED 422

12-3-2010

Lesson Plan Observation 2 (WMS)

Prerequisite Knowledge: The students will have already been introduced to the stations, but they will only have had one previous class to practice stations. The students were introduced to the concept of "Mystery" by reading several short story Mysteries and writing in their Writers Notebooks about their prior knowledge of "Mystery."

Objectives:

- ✓ Students will be able to free write for ten minutes in their Writer's Notebook.
- ✓ Students will be able to practice proper protocols for a station unit.
- ✓ Students will be able to complete at least one activity from on station and keep track of progress on their checklist.

Significance or Rational: This lesson is a typical lesson during our station-based Mystery unit. The unit is designed to engage students in active and self-directed learning. The goals of the unit include specific writing, vocabulary, grammar, and reading goals; but the unit also includes goals having to do with organization, time-management, self-directed learning, and social appropriateness in an educational setting. By the end of the unit, the students will have written a Mystery story of their own, learned ten new Mystery vocabulary words, learned and practiced rules for capitalization, run-on sentence correction, and verb tense alignment.

GLE's:

R-6-2

Students identify the meaning of unfamiliar vocabulary by...

R-6-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State)

R-6-3

Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...

R-6-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)

W-6-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

W-6-9

In independent writing, students demonstrate command of appropriate English conventions by...

R-6-2

Students identify the meaning of unfamiliar vocabulary by...

R-6-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State)

W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules

Methodology and Learning Activities:

- I will begin class, as always, by directing the students to copy into their agenda the note for the day from the board.
- I will instruct the students to set their opened agenda aside when they are finished and begin writing a “free write” in their agenda. (During a free write, the students may chose to write about anything they would like to write about, as long as it is appropriate for school.
- The students will write for ten minutes.
- I will try to write with the students, as a model, as long as their behavior allows this.
- After the students have been writing for about eight minutes, I will check in with the students to see who needs more time.
- When there is one minute left to write, I will instruct the students to wrap up the sentence that they are working on and get ready to share.
- I will ask for two or three students who are willing to share their entry.
- I will share my entry if there are not many volunteers.
- Once they are done sharing the WNB entries, we will transition into working at the stations.
- I will ask the students to get out their checklist to see which station they were working at when the period ended the class before.

- I will instruct the students to move on to the next station. (Writing goes to Vocab, Vocab goes to Reading, Reading goes to Grammar, and Grammar goes to Writing.)
- Students will be working at stations for the rest of the period. They should have as a goal to try to complete one activity at one station by the end of this period. (The students do not have a whole block of English today because it is a Friday Schedule.)
- I, along with the two special education teachers, will be circulating to answer questions and keep students on task.

Assessment:

The orange checklist acts as assessment, as far as keeping track of progress on the station activities. Other formative assessment during this class is checking in with students individually to be sure understand what they are doing and are doing the task correctly.