

## 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

- |  | <u>Rating</u> |
|--|---------------|
| 1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.   | 1. <u>3</u>   |
| 2. Lesson objectives are measurable and observable.  | 2. <u>3</u>   |
| 3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.   | 3. <u>3</u>   |
| 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. | 4. <u>3</u>   |
| 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.       | 5. <u>3</u>   |
| 6. The lesson design demonstrates an accurate understanding of content.  | 6. <u>3</u>   |
| 7. The lesson is designed to engage students in meaningful instructional tasks related to content.   | 7. <u>4</u>   |
| 8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.   | 8. <u>4</u>   |
| 9. Formative and/or summative assessments are aligned with objectives.   | 9. <u>2</u>   |
| 10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.  | 10. <u>3</u>  |

Comments:

### Implementation Indicators

- |   | <u>Rating</u> |
|---|---------------|
| 1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.  | 1. <u>3</u>   |
| 2. The teacher candidate attends to individual student needs, including learning and behavioral issues.   | 2. <u>3</u>   |
| 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.                       | 3. <u>3</u>   |
| 4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.   | 4. <u>3</u>   |
| 5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | 5. <u>3</u>   |
| 6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.  | 6. <u>3</u>   |
| 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). | 7. <u>4</u>   |
| 8. The lesson is modified as needed based on formative assessment within the lesson.  | 8. <u>2</u>   |

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. 4  
 2. 3  
 3. 4  
 4. 4  
 5. 4  
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.

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

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. 3  
 2. 4  
 3. 4  
 4. 4  
 5. 4  
 6. 3

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. 3  
 2. 3  
 3. 2  
 4. 2  
 5. 3

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)



12/13/10

(+)

Questioning / probing students to support their responses to the prompts

Nearly every student spoke during class.

Praised students when they had a praise worthy response or comment.

Sharing personal stories + bits of yourself w/ students

Redirecting Ryan by saying "So Marissa said something really important!"

(-)

Writing / Reasoning organizer

What's an addictive personality?

PACING → zipper.

Questions can be worded to be more challenging for U.S. seniors

Lesson Plan for Observation #3

**Four Corners of *Go Ask Alice***

**Prerequisite Knowledge:**

Students will have already read a portion of *Go Ask Alice*, including Alice's struggles with eating disorders, her introduction to drugs, and running away to San Francisco with her friend Chris. In addition, students will have some background knowledge about 1960s culture.

**Objective:**

Students will be able to critically respond to various statements that will cause students to activate prior knowledge that they have about certain events surrounding Alice's life and the 1960s.

**Standards:**

**GSE:**

OC-12-1: In oral communication, students demonstrate interactive listening by ...

OC-12-1.4: Participating in large and small group discussions showing respect for individual ideas (Local).

**NCTE:**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**Significance:**

By participating in the Four Corners, students will be able to discuss their opinions on *Go Ask Alice* and their ideas about particular situations. The activity will enhance their understanding of Alice's motivations and the time that she lives in and that influences her.

**Methodology and Learning Activities:**

I will use an inquiry approach.

1. First, I will explain the activity, Four Corners: its rules and its purpose.
2. I will put four different cards in the four corners of the room: strongly agree, agree, strongly disagree, and disagree.
3. I will display multiple statements on the Smart Board from the Four Corners PowerPoint, for which students will have to move to one of the four corners, depending on the level of agreement.
4. Once the students have chosen a corner, I will ask them why they chose that particular corner and how the statement pertains to the book.
5. The students' responses may generate other questions, which will help keep the discussion going.

**Assessment:**

As an assessment, I will have the students write down two things that surprised them from the activity.