

Section IV: Evidence for Meeting Assessment 4
Teacher Candidate Observation and Progress Report
Fall 2010

1. Description of the Assessment

- a. The Teacher Candidate Observation and Progress Report is an evaluation utilized by the college supervisor during student teaching. The purpose of this evaluation from The Feinstein School of Education and Human Development (FSEHD) is to provide feedback to the teacher candidate (TC) regarding their teaching performance. The TC is placed at two different schools, one elementary and one secondary, during their student teaching experience. The college supervisor observes the TC a minimum of three times at each placement. Following each observation the college supervisor completes The Teacher Candidate Observation and Progress Report evaluation tool. The observation and progress report evaluates the TC on the following categories associated with effective lesson delivery: planning, implementation, content, climate, and classroom management as well as reflection, professional behavior and technology. There is one rating scale used to evaluate the TC in each category: 0 Weakness, 1-2 Developing, 3-4 Target, 5-6 Exceeds. The TC must receive at least a mean score of Target (3-4) in each category in order to complete their student teaching which is a graduation requirement. If the TC receives a mean score of developing (1-2) in one category, the TC is required to complete extra time student teaching.
- b. Alignment with the NASPE Standards
- NASPE 3.1: TC demonstrate their ability to design and implement short-term and long-term plans by creating unit and lesson plans at each of their student teaching placements.
 - NASPE 3.2 TC demonstrate their ability to develop and implement appropriate goals and objectives by implementing goals and objectives in their unit and lesson plans.
 - NASPE 3.3 TC demonstrate their ability to implement content that is aligned with their objectives by creating activities and learning experiences that meet each of the objectives of their lesson plans.
 - NASPE 3.4 TC demonstrate how to plan for and manage resources that provide active, fair and equitable learning experiences by creating lesson plans that include activities that keep students active, and implement different teaching styles.
 - NASPE 3.5 TC demonstrate how to plan and adapt instruction for diverse student needs by creating lesson plans that include specific modifications to meet their student's needs.
 - NASPE 3.6 TC demonstrate how to plan lessons that are sequential based on the diverse needs of the students by implementing lesson plans that are developmentally appropriate based on the specific needs of the students.
 - NASPE 3.7 TC demonstrate knowledge of current technology by creating lesson plans that integrate technology and meet their lesson objectives.
 - NASPE 4.1 TC demonstrate effective verbal and non-verbal communication skills by applying those communication skills while teaching their lessons.
 - NASPE 4.4 TC demonstrate how to recognize the changing dynamics of the class by adjusting their lessons based on student responses to questions and activities.
 - NASPE 4.5 TC create a safe learning environment by developing clear rule, routines, and transitions during their lessons.
 - NASPE 4.6 TC implement strategies that help students demonstrate responsible personal and social behaviors by creating strategies for their students and then implementing them in their teaching.
 - NASPE 5.1 TC select and create appropriate assessments for their lessons by researching a variety of assessment strategies that meet their lesson and unit objectives and then choosing one or more to implement during their lessons.
 - NASPE 5.2 TC use appropriate assessments to evaluate student learning before, during and after instruction by implementing a pre and post assessment.
 - NASPE 5.3 TC use the reflective cycle by reflecting on their daily lessons and implementing changes to meet the needs of their students.
 - NASPE 6.2 TC demonstrate professional growth and development by participating in school functions that demonstrate collaboration such as faculty meetings, family nights, etc.
 - NASPE 6.3 TC demonstrate behaviors that represent highly qualified teachers by applying these behaviors in their teaching disposition during their student teaching.
 - NASPE 6.4 TC demonstrate communication that shows respect and sensitivity throughout their teaching by demonstrating these qualities in their teaching disposition during their student teaching.

- c. Brief Analysis of the Data Findings: All 6 of the TC earned an overall mean score of 3.0 (Target) or above in each category of The Teacher Candidate Observation and Progress Report. Most impressive is that all 6 TC did not receive one overall mean “Developing” score (1-2) in a category on The Teacher Candidate Observation and Progress Report. The TC scores for the assessment category were “Target” with total mean scores ranging from 3.3-4.7. Even though these scores were “Target” they represent some of the lowest scores from The Teacher Candidate Observation and Progress Report. This means TC will need to have more assistance during their student teaching with implementing a variety of assessments, using questioning strategies, and modifying their lessons according to the results of assessments. The TC mean scores were highest in the professional category with total mean scores ranging from 4.5- 6.0 (Target- Exceeds). Another area the TC scored well on was the reflection category with mean scores ranging from 4.3-5.7 (Target-Exceeds). Professionalism and reflection are two important requirements of the program. The faculty has concluded that the TC are well prepared for the teaching profession due to their high level of success during student teaching.
- d. Evidence of Meeting the Standards: The Teacher Candidate Observation and Progress Report provides TC with a comprehensive evaluation of all the skills and knowledge they have learned throughout the physical education teacher education program. During their culminating student teaching experience, TC have the opportunity to implement their teaching skills and knowledge. The faculty interpreted the data from The Teacher Candidate Observation and Progress Report and the TC are meeting the following NASPE Standards; Standard 3 Planning and Implementatation, Standard 4 Instructional Delivery and Management, Standard 5 Impact on Student Learning, and Standard 6 Professionalism. As evidence from the scores collected, all TC received total mean scores of Target (3.0) or higher in each category of The Teacher Candidate Observation and Progress Report. The faculty at Rhode Island College is encouraged by these high scores.

2. Assessment Documentation

e. Assessment Tool:

Teacher Candidate Observation and Progress Report

Purpose: An effective teacher is able to interpret extrinsic feedback and make adjustments accordingly to improve their teaching. The Teacher Candidate Observation and Progress Report provides the TC with instructive feedback about their teaching performance. The goal is for the TC to show improvement in their teaching performance based on the feedback they receive on their Teacher Candidate Observation and Progress Report from their college supervisor.

Process: The college supervisor completes a Teacher Candidate Observation and Progress Report after each physical education lesson they observe. The college supervisor will observe three of your lessons. Prior to the observation, the college supervisor reviews the TC's lesson plan. During the observation, the college supervisor will take notes and record key points regarding the lesson. Immediately following the observation the college supervisor, teacher candidate, and cooperating teacher meet to discuss the lesson. The college supervisor completes the following sections of the Teacher Candidate Observation and Progress Report; planning, implementation, content, climate, classroom management, and reflection. The cooperating teacher completes the professionalism, and use of technology sections of the Teacher Candidate Observation and Progress Report.

Product: You are allowed to earn one "developing" total mean score per section e.g. planning, implementation, content, etc. on your Teacher Candidate Observation and Progress Report. The remainder of the total mean scores per section must be "target" or "exceeds" in order for you to pass your student teaching. You must pass student teaching in order to graduate.

Below is a modified version of the Teacher Candidate Observation and Progress Report with only items used for the NCATE review.

Planning Indicators

1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure (NASPE 3.3)
2. Lesson objectives are measurable and observable. (NASPE 3.2)
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards. (NASPE 3.2)
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. (NASPE 3.5,3.6,3.7)
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. (NASPE 3.5,3.6,3.7)
6. The lesson design demonstrates an accurate understanding of content. (NASPE 3.3)
7. The lesson is designed to engage students in meaningful instructional tasks related to content. (NASPE 3.3)
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. (NASPE 3.5)
9. Formative and/or summative assessments are aligned with objectives. (NASPE 5.1,5.2)
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed. (NASPE 4.4)

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. (NASPE 4.5)
2. The teacher candidate attends to individual student needs, including learning and behavioral issues. (NASPE 3.5,3.6)
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. (NASPE 3.7)
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (NASPE 3.5)

5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). (NASPE 3.7)
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. (NASPE 5.1 5.2)
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). (NASPE 3.5, 4.4)
8. The lesson is modified as needed based on formative assessment within the lesson. (NASPE 4.4)

Content Indicators

1. The content of the lesson is significant and worthwhile. (NASPE 3.3)
2. The content of the lesson is appropriate for the developmental levels of the students in this class. (NASPE 3.3)
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. (NASPE 3.6)
4. The teacher candidate provides accurate content information and displays an understanding of important concepts. (NASPE 3.3)
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. (NASPE 3.1 3.2)

Climate Indicators

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. (NASPE 4.1)
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (NASPE 6.4)
3. Active participation of all is encouraged and valued. (NASPE 3.4)
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. (NASPE 4.1)
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. (NASPE 4.6)
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. (NASPE 3.6)
7. There was a high proportion of student-to-student communication about the content of the lesson. (NASPE 4.6)

Classroom Management Indicators

1. The teacher candidate has an effective way of getting all students in the class to be attentive. (NASPE 4.1)
2. The teacher candidate does not try to "talk over" the students. (NASPE 4.1)
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. (NASPE 3.4)
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. (NASPE 4.1)
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. (NASPE 4.5)
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. (NASPE 3.4)

Reflection Indicators

1. The teacher candidate describes how s/he made decisions for planning and implementation. (NASPE 5.3)
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.(NASPE 5.3)
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. (NASPE 5.1)
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. (NASPE 6.4)
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. (NASPE 3.1)

Professional Behavior Indicators

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. (NASPE 6.3)
2. The teacher candidate is on time and is prepared. (NASPE 6.3)
3. The teacher candidate dresses professionally. (NASPE 6.3)
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). (NASPE 6.3)
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. (NASPE 6.3)
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.(NASPE 6.2)
7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.(NASPE 6.3)
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (NASPE 6.3)
9. The teacher candidate is a student advocate. (NASPE 6.3)

Technology Indicators

1. 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. (NASPE 3.7)
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. (NASPE 3.7)
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). (NASPE 3.7)
4. The teacher candidate demonstrates fluency with available technology systems. (NASPE 3.7)
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.(NASPE 3.7 6.2)
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. (NASPE 3.7)

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Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Planning NASPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<p>The lesson and unit plan contain measurable and developmentally appropriate objectives for the students.</p> <p>Objectives relate to local, state, and/or national standards.</p> <p>Lesson content is engaging, creative, and aligned with lesson and unit objectives.</p> <p>Lesson meets the needs of the students by being developmentally appropriate according to their stage of learning.</p> <p>Inventive modifications are made to accommodate the different stages of learning and learning styles of the students.</p> <p>Lesson is full of creative movement and activity by keeping the students active for the entire lesson.</p>	<p>Usually the lesson and unit plan contain measurable and developmentally appropriate objectives for the students.</p> <p>Most objectives relate to local, state, and/or national standards.</p> <p>Most of the lesson content is aligned with lesson and unit objectives.</p> <p>Lesson mostly meets the needs of the students according to their stage of learning.</p> <p>Most lessons have modifications that accommodate the different learning abilities and learning styles of the students.</p> <p>Lesson mostly contains movement and activities to keep the students active. The students are active for most of the lesson.</p>	<p>Sometimes the lesson and unit plan contain measurable and developmentally appropriate objectives for the students.</p> <p>Objectives, sometimes relate to local, state, and/or national standards.</p> <p>Sometimes the lesson content is aligned with lesson and unit objectives.</p> <p>Sometimes the lesson meets the needs of the students according to their stage of learning.</p> <p>Sometimes modifications are made to accommodate the different stages of learning.</p> <p>The lesson sometimes contains movement and activities to keep the students active. The students are active for half of the lesson.</p>	<p>The lesson and unit plan do not contain measurable and developmentally appropriate objectives for the students.</p> <p>Objectives do not relate to local, state, and/or national standards.</p> <p>Lessons do not meet the needs of the students.</p> <p>Lesson content is not aligned with lesson and unit objectives.</p> <p>No adjustments are made to accommodate the different stages of learning.</p> <p>Lesson does not contain movement and activities to keep students active. The students are active for less than half of the lesson.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Technology NASPE 3.7	<p>The lesson implements creative and appropriate use of technology.</p> <p>Three different forms of technology were implemented in the TC lesson such as heart rate monitors, pedometers, internet, music, etc.</p>	<p>The lesson implements appropriate use of technology such as pedometers heart rate monitors.</p> <p>Two different forms of technology were implemented in the TC lesson such as heart rate monitors, pedometers, internet, music, etc.</p>	<p>The lesson irregularly implements use of technology such as pedometers and heart rate monitors.</p> <p>One form of technology was implemented in the TC lesson such as heart rate monitors, pedometers, internet, and music, etc.</p>	<p>Lesson does not implement use of technology such as pedometers and heart rate monitors.</p> <p>No form of technology was implemented in the TC lessons.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Communication NASPE 4.1	<p>The TC demonstrates excellent communication skills while teaching all of the time.</p> <p>The students show complete understanding of the content that is being taught based on demonstrations, questioning, and detailed explanations provided by the TC.</p>	<p>The TC demonstrates communication skills most of the time while teaching.</p> <p>Most of the time the students show an understanding of the content that is being taught.</p>	<p>The TC demonstrates communication skills sometimes while teaching.</p> <p>Half of the time the students show an understanding of the content being taught.</p>	<p>The TC does not demonstrate communication skills.</p> <p>Less than half of the time the students show an understanding of the content being taught.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Management NASPE 4.4 and 4.5	<p>The TC implements clear rules, transitions, and routines to ensure a safe teaching environment for the students.</p> <p>The TC quickly recognizes changes that occur during the lesson and makes appropriate adjustments.</p>	<p>The TC implements rules, transitions, and routines most of the time to ensure a safe teaching environment for the students.</p> <p>The TC most of the time recognizes changes that occur during the lesson and makes adjustments.</p>	<p>The TC implements rules, transitions, and routines some of the time to ensure a safe teaching environment for the students.</p> <p>The TC sometimes recognizes changes that occur during the lesson and makes adjustments.</p>	<p>The TC does not implement rules, transitions, and routines to ensure a safe teaching environment for the students.</p> <p>The TC does not recognize changes that occur during the lesson and therefore no adjustments are made.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Teaching Strategies NASPE 4.6	<p>The TC has implemented creative teaching strategies that allow for the students to demonstrate self-control, self-discipline, and teamwork throughout the lesson.</p> <p>The TC has to spend minimal teaching time to address student behavior due to excellent management.</p>	<p>The TC has implemented teaching strategies that allow for the students to demonstrate self-control, self-discipline, and teamwork throughout the lesson.</p> <p>The TC has to spend some time teaching time to address student behavior</p>	<p>The TC has implemented teaching strategies that allow for the students to demonstrate self-control, self-discipline, and teamwork throughout some of the lesson.</p> <p>The TC has to spend half of the lesson to address student behavior.</p>	<p>The TC has not implemented teaching strategies that allow for the students to demonstrate self-control, self-discipline, and teamwork throughout the lesson.</p> <p>The TC has to spend more than half of the lesson to address student behavior.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Assessment NASPE 5.1, 5.2, and 5.3	<p>The assessments implemented by the TC are developmentally appropriate and assess the goals and objectives of the TC lesson plans.</p> <p>The TC uses a pre and post assessment for each unit being taught to determine the learning of the students.</p> <p>The TC adjust their lesson according to the results of their assessments to allow for maximum learning.</p>	<p>The assessments implemented by the TC are developmentally appropriate most of the time and assess the goals and objectives of the TC lesson plans most of the time.</p> <p>The TC uses a pre and post assessment for most of the units being taught to determine the learning of the students.</p> <p>The TC adjust their lesson most of the time according to the results of their assessments to allow for maximum learning.</p>	<p>The assessments implemented by the TC are developmentally appropriate half of the time and assess the goals and objectives of the TC lesson plans half of the time.</p> <p>The TC uses a pre and post assessment for half of the units being taught to determine the learning of the students.</p> <p>The TC adjust their lesson half of the time according to the results of their assessments to allow for maximum learning.</p>	<p>The assessments implemented by the TC are not developmentally appropriate and do not assess the goals and objectives of the TC lesson plans.</p> <p>The TC does not use a pre and post assessment for each unit being taught to determine the learning of the students.</p> <p>The TC does not adjust their lesson according to the results of their assessments to allow for maximum learning.</p>

Element	Levels of Performance			
	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Professionalism NASPE 6.2, 6.3, and 6.4	<p>The TC demonstrates professionalism by showing respect to colleagues and students, and by participating in an abundance of activities that demonstrate collaboration.</p> <p>The TC demonstrates their strong desire to become a professional by being punctual, prepared, and organized all of the time.</p>	<p>The TC demonstrates professionalism by showing respect to colleagues and students most of the time, and by participating in many activities that demonstrate collaboration.</p> <p>The TC demonstrate their desire to become a professional most of the time by being punctual, prepared, and organized.</p>	<p>The TC demonstrates professionalism by showing respect to colleagues and students some of the time and participating in a few activities that demonstrate collaboration.</p> <p>The TC demonstrate their desire to become a professional some of the time by being punctual, prepared, and organized.</p>	<p>The TC does not demonstrate professionalism. The TC does not show respect to colleagues and students, and does not participate in any activities that demonstrate collaboration.</p> <p>The TC does not demonstrate a desire to become a professional. The TC is not punctual, prepared, and organized.</p>

g. Data Charts:

Assessment 4

FSEHD Supervising Teachers Observation for **TC 1, 2 and 3**
 NASPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.2, 6.3, 6.4

Observation Indicators	Observation Number TC 1				Observation Number TC 2				Observation Number TC 3			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
PLANNING: Planning Indicators												
The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure (NASPE 3.3)	3	4	5	4.0	5	5	5	5.0	3	4	4	3.7
Lesson objectives are measurable and observable (NASPE 3.2)	3	4	5	4.0	5	5	5	5.0	3	4	4	3.7
The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards (NASPE 3.2)	-	-	5	5.0	5	5	5	5.0	3	5	4	4.0
The instructional strategies, activities and technical resources in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (NASPE 3.5, 3.6, 3.7)	3	-	4	3.5	2	5	4	3.7	4	4	5	4.3
The instructional strategies, activities and technical resources in this lesson plan demonstrate attention to issues of access, equity, and diversity for students (NASPE 3.5, 3.6, 3.7)	-	3	4	3.5	2	5	4	3.7	4	4	4	4.0
The lesson design demonstrates an accurate understanding of content (3.3)	4	4	5	4.3	5	5	6	5.3	4	5	4	4.0
The lesson is designed to engage students in meaningful instructional tasks related to content (NASPE 3.3)	4	4	5	4.3	5	5	5	5.0	4	4	5	4.3
The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging (NASPE 3.5)	3	3	4	3.3	4	4	5	4.3	4	5	5	4.7
Formative and/or summative assessments are aligned with objectives NASPE 5.1, 5.2)	3	4	4	3.7	4	5	4	4.3	4	4	5	4.3
The lesson incorporates flexibility and plans for re teaching and/or extension, if needed (NASPE 4.4)	3	4	5	4.0	4	4	5	4.3	4	5	5	4.7
MEAN PER CATEGORY	3.3	3.8	4.6		4.1	4.8	4.8		3.7	4.4	4.5	
ACTION												
The teacher candidate arranges the physical environment to maximize learning in this particular lesson (NASPE 4.5)	4	4	5	4.3	5	5	5	5.0	4	4	5	4.3
The teacher candidate attends to individual student needs, including learning and behavioral issues (NASPE 3.5, 3.6)	4	4	4	4.0	5	5	5	5.0	4	5	5	4.7
The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (NASPE 3.7)	-	-	4	4.0	3	4	4	3.7	4	4	5	4.3
The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson (NASPE 3.5)	4	4	5	4.3	4	5	4	4.3	4	4	5	4.3
The teacher candidate customizes and personalizes learning activities using digital tools and resources (NASPE 3.7)	-	-	4	4.0	3	4	4	3.7	3	4	5	4.0

Observation Indicators	Observation Number TC 1				Observation Number TC 2				Observation Number TC 3			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning (NASPE 5.1, 5.2)	3	3	4	3.3	4	4	5	4.3	3	4	5	4.0
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) (NASPE 3.5, 4.4.)	3	3	4	3.3	3	5	5	4.3	4	4	5	4.3
The lesson is modified as needed based on formative assessment within the lesson (NASPE 4.4)	3	3	4	3.3	4	5	4	4.3	4	4	5	4.3
MEAN PER CATEGORY	3.5	3.5	4.3		3.9	4.6	4.5		3.8	4.1	5.0	
Content Indicators												
The content of the lesson is significant and worthwhile (NASPE 3.3)	4	4	5	4.3	4	4	5	4.3	4	5	6	5.0
The content of the lesson is appropriate for the developmental levels of the students in this class (NASPE 3.3)	4	4	5	4.3	5	5	6	5.3	4	5	6	5.0
Students are intellectually engaged with important ideas relevant to the focus of the lesson (NASPE 3.6)	3	3	5	3.7	4	5	5	4.7	4	4	6	4.7
The teacher candidate provides accurate content information and displays an understanding of important concepts (NASPE 3.3)	4	4	5	4.3	4	5	5	4.7	4	4	5	4.3
Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts (NASPE 3.1, 3.2)	-	2	4	3.0	2	2	5	3.0	4	4	5	4.3
MEAN PER CATEGORY	3.8	3.4	4.8		3.8	4.2	5.2		4.0	4.4	5.6	
Climate Indicators												
The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc (NASPE 4.1)	4	4	3	3.7	5	5	6	5.3	4	5	6	5.0
There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect (NASPE 6.4)	4	4	3	3.7	5	5	6	5.3	4	5	6	5.0
Active participation of all is encouraged and valued (NASPE 3.4)	5	4	4	4.3	5	5	6	5.3	4	5	6	5.0
The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students (NASPE 4.1)	5	4	3	4.0	5	5	6	5.3	3	4	6	4.3
The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (NASPE 4.6)	-	4	4	4.0	4	4	5	4.3	4	4	6	4.7
Intellectual rigor, constructive criticism, and the challenging of ideas are evident (NASPE 3.6)	-	4	4	4.0	4	5	5	4.7	3	5	5	4.3
There was a high proportion of student-to-student communication about the content of the lesson (NASPE 4.6)	-	3	4	3.5	2	2	4	2.7	3	4	6	4.3
MEAN PER CATEGORY	4.5	3.9	3.6		4.3	4.4	5.4		3.6	4.6	5.9	

Observation Indicators	Observation Number TC 1				Observation Number TC 2				Observation Number TC 3			
	#1	#2	#3	Mean	#1	#2	#3	Mean	#1	#2	#3	Mean
Class Management Indicator												
The teacher candidate has an effective way of getting all students in the class to be attentive (NASPE 4.1)	4	4	4	4.0	4	5	6	5.0	4	5	5	4.7
The teacher candidate does not try to “talk over” the students (NASPE 4.1)	4	4	4	4.0	4	4	4	4.0	4	4	5	4.3
The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way (NASPE 3.4)	4	4	4	4.0	5	5	5	5.0	4	5	5	4.7
The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate (NASPE 4.1)	5	4	4	4.3	5	5	6	5.3	4	5	6	5.0
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 (NASPE 4.5)	5	4	4	4.3	5	5	5	5.0	4	5	6	5.0
The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences (NASPE 3.4)	4	4	4	4.0	5	5	6	5.3	4	4	6	4.7
MEAN PER CATEGORY	4.3	4.0	4.0		4.7	4.8	5.3		4.0	4.7	5.5	
REFLECTION: Reflection Indicators												
The teacher candidate describes how s/he made decisions for planning and implementation (NASPE 5.3)	4	4	5	4.3	4	5	5	4.7	4	4	6	4.7
The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements (NASPE 5.3)	4	4	5	4.3	5	5	6	5.3	4	5	6	5.0
The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues (NASPE 5.1)	4	4	5	4.3	5	5	5	5.0	4	5	6	5.0
The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students (NASPE 6.4)	4	4	5	4.3	4	5	6	5.0	4	5	6	5.0
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 (NASPE 3.1)	4	4	5	4.3	4	5	6	5.0	4	5	6	5.0
MEAN PER CATEGORY	4.0	4.0	5.0		4.4	5.0	5.6		4.0	4.8	6.0	
Professional Behavior Indicators												
The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty (NASPE 6.3)	-	-	6	6.0	5	5	6	5.3	5	6	6	5.7
The teacher candidate is on time and is prepared (NASPE 6.3)	-	-	5	5.0	5	5	6	5.3	5	6	6	5.7
The teacher candidate dresses professionally (NASPE 6.3)	-	-	5	5.0	5	5	6	5.3	5	6	6	5.7

Observation Indicators	Observation Number TC 1				Observation Number TC 2				Observation Number TC 3			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House) (NASPE 6.3)	-	-	5	5.0	5	5	6	5.3	5	5	6	5.3
The teacher candidate is able to accept constructive feedback and make the appropriate adjustments (NASPE 6.3)	-	-	5	5.0	5	5	6	5.3	5	6	6	5.7
The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner (NASPE 6.2)	-	-	6	6.0	5	5	6	5.3	5	6	6	5.7
The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents (NASPE 6.3)	-	-	5	5.0	5	5	6	5.3	5	6	6	5.7
The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues (NASPE 6.3)	-	-	6	6.0	5	5	6	5.3	4	6	6	5.3
The teacher candidate is a student advocate (NASPE 6.3)	-	-	6	6.0	5	5	6	5.3	4	6	6	5.3
MEAN PER CATEGORY	-	-	5.4		5.0	5.0	6.0		4.8	5.9	6.0	
Technology Indicator												
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. (NASPE 3.7)	-	-	4	4.0	2	3	4	3.0	3	4	6	4.3
The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (NASPE 3.7)	-	-	4	4.0	2	3	4	3.0	4	4	6	4.7
The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) (NASPE 3.7)	-	-	4	4.0	3	4	5	4.0	3	4	5	4.0
The teacher candidate demonstrates fluency with available technology systems (NASPE 3.7)	-	-	3	3.0	3	4	6	4.3	4	5	6	5.0
The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (NASPE 3.7, 6.2)	-	-	3	3.0	2	2	4	2.7	3	4	5	4.0
The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (NASPE 3.7)	-	-	4	4.0	3	3	5	3.7	4	4	6	4.7
MEAN PER CATEGORY	-	-	3.7		2.5	3.2	4.7		3.5	4.2	5.7	
OVERALL MEAN FOR EACH TC	3.9	3.8	4.4		4.1	4.5	5.2		3.9	4.6	5.5	

- Indicates the TC did not show evidence of the indicator during the date and time of the college supervisor's observation.
- 5-6 Exceeds, 3-4 Target, 1-2 Developing, 0 Weakness

Assessment 4
FSEHD Supervising Teachers Observation for TC 4, 5 and 6

Observation Indicators	Observation Number TC 4				Observation Number TC 5				Observation Number TC 6			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
PLANNING: Planning Indicators												
The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure (NASPE 3.3)	4	5	5	4.7	4	4	4	4.0	5	5	5	5.0
Lesson objectives are measurable and observable (NASPE 3.2)	4	5	6	5.0	4	4	4	4.0	5	5	5	5.0
The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards (NASPE 3.2)	5	-	5	5.0	-	4	4	4.0	5	5	5	5.0
The instructional strategies, activities and technical resources in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (NASPE 3.5, 3.6, 3.7)	5	4	5	4.7	-	4	4	4.0	-	-	-	-
The instructional strategies, activities and technical resources in this lesson plan demonstrate attention to issues of access, equity, and diversity for students (NASPE 3.5, 3.6, 3.7)	5	4	5	4.7	4	4	5	4.3	4	-	6	5.0
The lesson design demonstrates an accurate understanding of content (3.3)	5	6	6	5.7	4	4	5	4.3	5	6	6	5.7
The lesson is designed to engage students in meaningful instructional tasks related to content (NASPE 3.3)	5	6	6	5.7	4	5	5	4.7	5	5	6	5.3
The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging (NASPE 3.5)	5	4	4	4.3	4	5	4	4.3	4	5	5	4.7
Formative and/or summative assessments are aligned with objectives NASPE 5.1, 5.2)	4	4	5	4.3	4	5	4	4.3	5	4	5	4.7
The lesson incorporates flexibility and plans for re teaching and/or extension, if needed (NASPE 4.4)	5	5	6	5.3	4	5	5	4.7	5	6	6	5.7
MEAN PER CATEGORY	4.7	4.8	5.3		4.0	4.4	4.4		4.8	5.1	5.4	
ACTION												
The teacher candidate arranges the physical environment to maximize learning in this particular lesson (NASPE 4.5)	4	6	6	5.3	4	4	5	4.3	6	5	6	5.7
The teacher candidate attends to individual student needs, including learning and behavioral issues (NASPE 3.5, 3.6)	5	5	5	5.0	5	3	5	4.3	5	5	6	5.3
The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (NASPE 3.7)	5	-	-	5.0	-	4	4	4.0	-	5	-	5.0
The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson (NASPE 3.5)	5	6	6	5.7	4	4	5	4.3	5	6	5	5.3
The teacher candidate customizes and personalizes learning activities using digital tools and resources (NASPE 3.7)	5	-	-	5.0	4	-	4	4.0	-	5	-	5.0
The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning (NASPE 5.1, 5.2)	4	4	5	4.3	3	4	4	3.7	4	4	5	4.3

Observation Indicators	Observation Number TC 4				Observation Number TC 5				Observation Number TC 6			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
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) (NASPE 3.5, 4.4.)	4	3	5	4.0	3	3	5	4.7	4	5	5	4.7
The lesson is modified as needed based on formative assessment within the lesson (NASPE 4.4)	5	4	5	4.7	4	4	4	4.0	4	5	5	4.7
MEAN PER CATEGORY	5.3	4.7	5.3		3.9	3.7	4.5		4.7	5.0	5.3	
Content Indicators												
The content of the lesson is significant and worthwhile (NASPE 3.3)	5	5	6	5.3	5	5	5	5.0	4	5	6	5.0
The content of the lesson is appropriate for the developmental levels of the students in this class (NASPE 3.3)	5	5	6	5.3	5	5	5	5.0	5	5	5	5.0
Students are intellectually engaged with important ideas relevant to the focus of the lesson (NASPE 3.6)	5	-	5	5.0	4	4	4	4.0	4	5	4	4.3
The teacher candidate provides accurate content information and displays an understanding of important concepts (NASPE 3.3)	5	5	6	5.3	4	4	4	4.0	5	6	5	5.3
Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts (NASPE 3.1, 3.2)	5	-	-	5.0	5	3	3	3.7	-	5	5	5.0
MEAN PER CATEGORY	5.0	5.0	5.8		4.6	4.2	4.2		4.5	5.2	5.0	
Climate Indicators												
The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc (NASPE 4.1)	5	6	6	5.7	5	5	5	5.0	5	5	6	5.3
There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect (NASPE 6.4)	6	4	5	5.0	4	4	4	4.0	5	5	6	5.3
Active participation of all is encouraged and valued (NASPE 3.4)	6	6	6	6.0	5	5	5	5.0	6	6	6	6.0
The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students (NASPE 4.1)	5	6	6	5.7	5	4	4	4.3	5	6	6	5.7
The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (NASPE 4.6)	6	-	4	5.0	4	4	4	4.0	3	6	5	4.7
Intellectual rigor, constructive criticism, and the challenging of ideas are evident (NASPE 3.6)	5	-	4	4.5	4	3	4	3.7	3	5	5	4.3
There was a high proportion of student-to-student communication about the content of the lesson (NASPE 4.6)	6	3	5	4.7	5	4	4	4.3	4	4	5	4.3
MEAN PER CATEGORY	5.6	5.0	5.1		4.6	4.1	4.3		4.4	5.3	5.6	
Class Management Indicators												
The teacher candidate has an effective way of getting all students in the class to be attentive (NASPE 4.1)	5	5	5	5.0	5	3	5	4.3	5	5	5	5.0
The teacher candidate does not try to "talk over" the students (NASPE 4.1)	6	5	6	5.7	5	4	5	4.7	5	5	6	5.3
The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way (NASPE 3.4)	5	5	6	5.3	5	4	4	4.3	5	5	6	5.3

Observation Indicators	Observation Number TC 4				Observation Number TC 5				Observation Number TC 6			
	#1	#2	#3	MEAN	#1	#2	#3	MEAN	#1	#2	#3	MEAN
The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate (NASPE 4.1)	6	6	6	6.0	5	5	4	4.7	5	6	6	5.7
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 (NASPE 4.5)	5	6	6	5.7	5	4	5	4.7	5	6	6	5.7
The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences (NASPE 3.4)	6	6	6	6.0	5	4	4	4.3	3	4	5	4.0
MEAN PER CATEGORY	5.5	5.5	5.8		5.5	4.0	4.5		4.7	5.2	5.7	
REFLECTION: Reflection Indicators												
The teacher candidate describes how s/he made decisions for planning and implementation (NASPE 5.3)	6	5	6	5.7	4	5	5	4.7	5	5	6	5.3
The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements (NASPE 5.3)	5	5	6	5.3	4	5	5	4.7	5	5	6	5.3
The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues (NASPE 5.1)	5	5	6	5.3	4	5	5	4.7	5	6	6	5.7
The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students (NASPE 6.4)	5	5	6	5.3	4	5	5	4.7	5	6	6	5.7
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 (NASPE 3.1)	5	5	6	5.3	4	6	5	5.0	5	5	6	5.3
MEAN PER CATEGORY	5.2	5.0	6.0		4.0	5.2	5.0		5.0	5.4	6.0	
Professional Behavior Indicators												
The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty (NASPE 6.3)	6	-	-	6.0	-	5	6	5.5	6	6	6	6.0
The teacher candidate is on time and is prepared (NASPE 6.3)	6	-	-	6.0	-	6	6	6.0	6	6	6	6.0
The teacher candidate dresses professionally (NASPE 6.3)	6	-	-	6.0	-	6	6	6.0	6	6	6	6.0
The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House) (NASPE 6.3)	5	-	-	5.0	-	5	4	4.5	6	6	6	6.0
The teacher candidate is able to accept constructive feedback and make the appropriate adjustments (NASPE 6.3)	6	-	-	6.0	-	6	5	5.5	6	6	6	6.0
The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner (NASPE 6.2)	6	-	-	6.0	-	6	6	6.0	6	5	6	5.7

Observation Indicators	Observation Number TC 4				Observation Number TC 5				Observation Number TC 6			
	#1	#2	#3	MEAN	# 1	# 2	# 3	MEAN	# 1	# 2	#3	MEAN
The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents (NASPE 6.3)	6	-	-	6.0	-	5	6	5.5	6	6	6	6.0
The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues (NASPE 6.3)	6	-	-	6.0	-	5	5	5.0	6	6	6	6.0
The teacher candidate is a student advocate (NASPE 6.3)	6	-	-	6.0	-	5	5	5.0	6	6	6	6.0
MEAN PER CATEGORY	5.9	-	-		-	5.4	5.4		6.0	6.0	6.0	
Technology Indicator												
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. (NASPE 3.7)	5	-	-	5.0	-	-	5	5.0	4	4	5	5.3
The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress (NASPE 3.7)	5	-	-	5.0	-	-	-	-	-	-	-	-
The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) (NASPE 3.7)	5	-	-	5.0	-	6	-	6.0	3	-	-	3.0
The teacher candidate demonstrates fluency with available technology systems (NASPE 3.7)	6	-	-	6.0	-	-	-	-	3	4	4	3.7
The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats (NASPE 3.7, 6.2)	5	-	-	5.0	-	-	-	-	-	-	-	-
The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (NASPE 3.7)	5	-	-	5.0	-	-	-	-	-	-	-	-
MEAN PER CATEGORY	5.2	-	-		-	6.0	5.0		3.3	4.0	4.5	
OVERALL MEAN FOR EACH TC	5.3	5.0	5.6		4.4	4.6	4.7		4.7	5.2	5.4	

- Indicates the TC did not show evidence of the indicator during the date and time of the college supervisor's observation.
- 5-6 Exceeds, 3-4 Target, 1-2 Developing, 0 Weakness