

# FSEHD Teacher Candidate Observation and Progress Report

Teacher Candidate: [REDACTED] Emplid: \_\_\_\_\_

College Supervisor's Name: Dr. Rudolph Krause

Cooperating Teacher's Name: Mr. [REDACTED]

Grade Level/Content Area Assignment: 9-12 / Physics

Cooperating School District/School: Cranston High School West

Person Completing This Observation (Check one):  
 College Supervisor       Cooperating Teacher

Date: 4/29/09

Observation # (Circle one):    1    2    (3)    4

The purpose of this instrument is to provide feedback to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher over the course of the teacher candidate's student teaching.

- Prior to the lesson, the observer will review the teacher candidate's lesson plan.
- During the lesson, the observer should take notes and then complete SECTIONS ONE and TWO of this instrument.
- Following a post-observation conference with the teacher candidate, SECTION THREE should be completed.

**SECTION ONE: LESSON INDICATORS**

In this section of the protocol, you are asked to rate key indicators in four categories: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, determine the level of proficiency demonstrated by the teacher candidate during the observed lesson. Use the following rating scale:

Rating Scale:

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 indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and 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 knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

The observer should use the Comments section to note factors that were influential in determining his/her ratings or to record specific examples or quotes to illustrate those factors.

**PLANNING**

Planning Indicators

1. The design of the lesson demonstrates knowledge of community, school, and classroom factors.
2. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed
3. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
4. The instructional strategies and activities in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.
5. The instructional strategies and activities demonstrate attention to issues of access, equity, and diversity for students.
6. The lesson is designed to engage students in meaningful activities related to content.
7. The lesson design demonstrates an accurate understanding of content.
8. Assessments are aligned with objectives.
9. The lesson plan indicates how objectives are aligned with GLEs, GSEs, and/or appropriate standards.
10. Lesson objectives are measurable and observable.
11. The lesson plan takes into account the individual needs of all children.
12. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.

Rating  
5  
5  
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5

Comments:

*This circuit lab was designed as a hands-on experience that used the students' curiosity and content knowledge to find and measure pre-determined results.*

Rating Scale:

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**ACTION**

Implementation Indicators

Rating

1. The teacher candidate arranges the environment to maximize learning in this particular lesson. 5
2. The teacher candidate attends to individual student needs; including learning and behavioral issues. 5
3. The teacher candidate uses multiple modes of assessment (formative and/or summative) to measure student learning. 5
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. 6
5. 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). 6
6. The lesson is modified as needed based on formative assessments. 5
7. The teacher candidate incorporates appropriate technical resources to support student learning. 4

Comments:

This lesson is designed so the teacher can work one on one with students while other students are investigating.

Content Indicators

Rating

1. The content of the lesson is significant and worthwhile. 6
2. The content of the lesson is appropriate for the developmental levels of the students in this class. 5
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. 6
4. The teacher candidate provides accurate content information and displayed an understanding of important concepts. 6
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. 6

Comments:

This lesson gets to the heart of the basis of modern technology and the teacher executed this lab effectively.

Rating Scale:

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Indicators

Rating

1. The teacher candidate demonstrates positive relationships with 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 s/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 talk about the lesson.

6  
6  
6  
6  
6  
5  
6

Comments:

█ actively supported the ideas and creativity of individual students and supported them with accountable talk.

Classroom Management Indicators

Rating

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
2. Students listen to the teacher candidate when he or she is talking. The teacher candidate does not try to "talk over" the students.
3. The teacher candidate consistently and appropriately enforces a set of fair and well-developed classroom rules, and behavioral interventions are based on logical consequences.
4. The majority of class time is spent devoted to academic tasks and time is divided in a meaningful, constructive way.
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 circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.

5  
5  
5  
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6

Comments:

█ effectively paces his instruction based on the class' attentiveness. No time is wasted "waiting" for students to get on board.

## SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

### **0 Points: Ineffective Instruction**

There is little or no evidence of student thinking or engagement with important ideas of the discipline. Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring. Students may be passive recipients of information from the teacher candidate or textbook. Material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

*Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed*

### **1-2 Points: Some Elements of Effective Instruction**

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

*If this is other than a first observation, student performance at this level may be an indicator that intervention is needed.*

### **3-4 Points: Effective Instruction**

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students; or the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is effective in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

### **5-6 Points: Accomplished Instruction**

Instruction is purposeful and engaging for most students. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and the teacher candidate implements it well and is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and to develop their capacity to successfully "do" the discipline.

Capsule Rating (Circle one): 0      1      2      3      4      5      6

Rationale for Capsule Rating:

### SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate. Use the following rating scale:

**Rating Scale:**

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
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Professional Behavior Indicators are to be rated by the Cooperating Teacher only, based on his/her observations of and interactions with the teacher candidate during the student teaching experience.

Professional Behavior Indicators

Rating

- |  |          |
|--|----------|
| 1. The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.  | <u>6</u> |
| 2. The teacher candidate is on time, dresses professionally, and is prepared.  | <u>6</u> |
| 3. The teacher candidate attends, pays attention, and when applicable, is an active participant in department and faculty meetings and other meetings involving her students (i.e., IEP meetings). | <u>6</u> |
| 4. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   | <u>6</u> |
| 5. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc.) and independent work in a professional manner.                                | <u>6</u> |
| 6. The teacher candidate is a thoughtful listener to her students, her colleagues, and parents.  | <u>6</u> |
| 7. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.  | <u>6</u> |
| 8. The teacher candidate is a student advocate.  | <u>6</u> |

Comments:

[REDACTED] is the model of professionalism.

**Rating Scale:**

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**REFLECTION**

To be filled out post conference, based on conversation with teacher candidate.

Reflection Indicators

- |   |          |
|---|----------|
| 1. The teacher candidate describes how feedback and reflection on previous lessons and observation and knowledge of his/her students impacted his/her decisions in planning and implementing this lesson. | <u>6</u> |
| 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements based on what she saw during implementation.                      | <u>6</u> |
| 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.   | <u>6</u> |
| 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.   | <u>6</u> |
| 5. Based on this lesson, the teacher candidate indicates two areas of development (i.e. flexibility, pace, response to behavioral issues, etc.) she/he will focus on for the next lesson.                 | <u>6</u> |

Rating

Comments:

██████ is an active reflector, always taking criticism and his own observations to improve a lesson for the future.

## Goals

Use the space below to write goals for the teacher candidate. Base your goals on the observation and subsequent conversation with the teacher candidate.

- \* more accountable talk.
- \* clear delineation of classroom roles.
- \* more reflection.