

## #8 ) CANDIDATE OBSERVATION AND PROGRESS REPORT

Student #0302908 (Example of Acceptable Candidate)

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FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

<u>Planning Indicators</u>	<u>Rating</u>
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	_5_
2. Lesson objectives are measurable and observable.	_4_
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	_3_
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_
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_
6. The lesson design demonstrates an accurate understanding of content.	_5_
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	_4_
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	_5_
9. Formative and/or summative assessments are aligned with objectives.	_4_
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	_4_

Comments:

Avoid trying to target too many standards

Use the following rating scale to the Implementation and Content 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 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.

### ACTION

#### Implementation Indicators

Rating

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

Comments:

#4 Part of the lesson (fill-in-the-blanks lecture) was not challenging enough for these students.

#### Content Indicators

Rating

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

Comments:

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. \_\_5\_\_
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_\_4\_\_
3. Active participation of all is encouraged and valued. \_\_4\_\_
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. \_\_5\_\_
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_\_5\_\_
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_\_4\_\_
7. There was a high proportion of student-to-student communication about the content of the lesson. \_\_5\_\_

Comments:

Carousel activity regarding American culture in 1920's was very engaging and effective.

Classroom Management Indicators

Rating

1. The teacher candidate has an effective way of getting all students in the class to be attentive. \_\_5\_\_
2. The teacher candidate does not try to "talk over" the students. \_\_5\_\_
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_\_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. \_\_5\_\_
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. \_\_5\_\_
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. \_\_4\_\_

Comments:

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

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

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      **x4**      5      6

Rationale for Capsule Rating:

XXXX began with a highly motivating carousel activity that involved students and raised interest in the lesson. However, the fill-in-the-blank activity was too passive.

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

- |  | Rating |
|--|--------|
| 1. The teacher candidate describes how s/he made decisions for planning and implementation.  | _4_    |
| 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.   | _5_    |
| 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                      | _4_    |
| 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.  | _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. | _5_    |

Comments:

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

1. Continue with creative strategies to engage students
2. Use more active lecture/note taking style
3. Continue successful return to essential lesson question at end of class

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

- |  | <u>Rating</u> |
|--|---------------|
| 1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.  | _ 5 _         |
| 2. The teacher candidate is on time and is prepared.   | _ 5 _         |
| 3. The teacher candidate dresses professionally.   | _ 5 _         |
| 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). | _ 5 _         |
| 5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   | _ 5 _         |
| 6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.   | _ 5 _         |
| 7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.  | _ 5 _         |
| 8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.  | _ 5 _         |
| 9. The teacher candidate is a student advocate.  | _ 5 _         |
| 10. Reacts professionally to distractions, schedule changes, or new responsibilities   | _ 5 _         |
| 11. Maintains confidentiality when speaking with other professionals or with a child   | _ 5 _         |
| 12. Seeks extra responsibility, as appropriate   | _ 5 _         |

Comments:

Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- |   |       |
|---|-------|
| 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.                                 | _ 4 _ |
| 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. | _ 4 _ |
| 3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | _ 4 _ |
| 4. The teacher candidate demonstrates fluency with available technology systems.  | _ 4 _ |
| 5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.  | _ 4 _ |
| 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.   | _ 4 _ |

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |                          |                             |                          |                       |
|--------------------------|-----------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Computer for teacher use    | <input type="checkbox"/> | Smart Board           |
| <input type="checkbox"/> | Computer(s) for student use | <input type="checkbox"/> | Overhead projector    |
| <input type="checkbox"/> | Calculators                 | <input type="checkbox"/> | LCD Projector         |
| <input type="checkbox"/> | Document camera             | <input type="checkbox"/> | Internet connection   |
| <input type="checkbox"/> | Other (specify) _____       | <input type="checkbox"/> | Other (specify) _____ |





FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators

- |   |               |
|---|---------------|
|   | <u>Rating</u> |
| 11. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.   | _ 5 _         |
| 12. Lesson objectives are measurable and observable.  | _ 5 _         |
| 13. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.   | _ 5 _         |
| 14. 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. | _ 6 _         |
| 15. 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 _         |
| 16. The lesson design demonstrates an accurate understanding of content.  | _ 6 _         |
| 17. The lesson is designed to engage students in meaningful instructional tasks related to content.   | _ 6 _         |
| 18. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.   | _ 6 _         |
| 19. Formative and/or summative assessments are aligned with objectives.   | _ 5 _         |
| 20. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.   | _ 5 _         |

Comments:

Great Lesson on Hitler's rise to power!

Use the following rating scale to the Implementation and Content 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 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.

### ACTION

#### Implementation Indicators

Rating

- |  |       |
|--|-------|
| 9. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.   | _ 5 _ |
| 10. The teacher candidate attends to individual student needs, including learning and behavioral issues.   | _ 4 _ |
| 11. 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.                       | _ 6 _ |
| 12. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.   | _ 4 _ |
| 13. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | _ 5 _ |
| 14. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.  | _ 5 _ |
| 15. 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). | _ 5 _ |
| 16. The lesson is modified as needed based on formative assessment within the lesson.  | _ 5 _ |

Comments:

#### Content Indicators

Rating

- |   |       |
|---|-------|
| 6. The content of the lesson is significant and worthwhile.   | _ 5 _ |
| 7. The content of the lesson is appropriate for the developmental levels of the students in this class.                     | _ 5 _ |
| 8. Students are intellectually engaged with important ideas relevant to the focus of the lesson.                            | _ 5 _ |
| 9. The teacher candidate provides accurate content information and displays an understanding of important concepts.         | _ 5 _ |
| 10. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. | _ 4 _ |

Comments:

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

- 8. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. \_5\_
- 9. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_4\_
- 10. Active participation of all is encouraged and valued. \_4\_
- 11. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. \_5\_
- 12. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_5\_
- 13. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_4\_
- 14. There was a high proportion of student-to-student communication about the content of the lesson. \_5\_

Comments:

Classroom Management Indicators

Rating

- 7. The teacher candidate has an effective way of getting all students in the class to be attentive. \_4\_
- 8. The teacher candidate does not try to "talk over" the students. \_4\_
- 9. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_5\_
- 10. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. \_5\_
- 11. 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. \_5\_
- 12. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. \_5\_

Comments:

In groups- there was some chattiness. The student who asked for more time was in a group that was very chatty.

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

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

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      4      **X5**      6

Rationale for Capsule Rating:

Good planning and execution. Only concern is to keep groups focused on their assigned tasks.

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

- |   | Rating |
|---|--------|
| 6. The teacher candidate describes how s/he made decisions for planning and implementation.   | _5_    |
| 7. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.  | _5_    |
| 8. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                       | _5_    |
| 9. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.   | _5_    |
| 10. 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. | _6_    |

Comments:

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

Considering goals set from previous observation:  
 Goal #1 was to "continue creative strategies to engage students"  
 XXXX has certainly done this  
 Goal #2 was to use "more active lecture/note-taking style"  
 XXXX has also improved on this front  
 Goal #3 was to "always come back to essential question at close of class"  
 This Goal needs to be continued to be addressed

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

Rating

- |   |     |
|---|-----|
| 13. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.  | _6_ |
| 14. The teacher candidate is on time and is prepared.   | _6_ |
| 15. The teacher candidate dresses professionally.   | _6_ |
| 16. 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). | _6_ |
| 17. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   | _6_ |
| 18. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.   | _6_ |
| 19. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.  | _6_ |
| 20. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.  | _6_ |
| 21. The teacher candidate is a student advocate.  | _6_ |
| 22. Reacts professionally to distractions, schedule changes, or new responsibilities  | _6_ |
| 23. Maintains confidentiality when speaking with other professionals or with a child  | _6_ |
| 24. Seeks extra responsibility, as appropriate  | _6_ |

Comments:

Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- |   |       |
|---|-------|
| 7. 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.                                 | _ 5 _ |
| 8. 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. | _ 5 _ |
| 9. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | _ 5 _ |
| 10. The teacher candidate demonstrates fluency with available technology systems.   | _ 5 _ |
| 11. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.   | _ 5 _ |
| 12. 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.  | _ 5 _ |

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |                          |                             |                          |                       |
|--------------------------|-----------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Computer for teacher use    | <input type="checkbox"/> | Smart Board           |
| <input type="checkbox"/> | Computer(s) for student use | <input type="checkbox"/> | Overhead projector    |
| <input type="checkbox"/> | Calculators                 | <input type="checkbox"/> | LCD Projector         |
| <input type="checkbox"/> | Document camera             | <input type="checkbox"/> | Internet connection   |
| <input type="checkbox"/> | Other (specify) _____       | <input type="checkbox"/> | Other (specify) _____ |

**FSEHD Teacher Candidate Observation and Progress Report-FALL 2010**

**SECTION ONE: LESSON INDICATORS**

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

**PLANNING**

<u>Planning Indicators</u>	<u>Rating</u>
21. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	<u>  5  </u>
22. Lesson objectives are measurable and observable.	<u>  6  </u>
23. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	<u>  5  </u>
24. 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.	<u>  6  </u>
25. 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.	<u>  5  </u>
26. The lesson design demonstrates an accurate understanding of content.	<u>  6  </u>
27. The lesson is designed to engage students in meaningful instructional tasks related to content.	<u>  6  </u>
28. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	<u>  6  </u>
29. Formative and/or summative assessments are aligned with objectives.	<u>  5  </u>
30. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	<u>  5  </u>

Comments:

Lesson was both engaging and informative!



Use the following rating scale to the Implementation and Content 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 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.

### ACTION

#### Implementation Indicators

Rating

- |  |     |
|--|-----|
| 17. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.  | _6_ |
| 18. The teacher candidate attends to individual student needs, including learning and behavioral issues.   | _5_ |
| 19. 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.                       | _5_ |
| 20. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.   | _6_ |
| 21. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | 6_  |
| 22. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.  | _5_ |
| 23. 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). | _5_ |
| 24. The lesson is modified as needed based on formative assessment within the lesson.  | _5_ |

Comments:

#### Content Indicators

Rating

- |   |     |
|---|-----|
| 11. The content of the lesson is significant and worthwhile.  | _5_ |
| 12. The content of the lesson is appropriate for the developmental levels of the students in this class.                    | _6_ |
| 13. Students are intellectually engaged with important ideas relevant to the focus of the lesson.                           | _6_ |
| 14. The teacher candidate provides accurate content information and displays an understanding of important concepts.        | _5_ |
| 15. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. | 5_  |

Comments:

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

- 15. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. \_6\_\_
- 16. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_6\_\_
- 17. Active participation of all is encouraged and valued. \_6\_\_
- 18. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. \_6\_\_
- 19. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_6\_\_
- 20. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_6\_\_
- 21. There was a high proportion of student-to-student communication about the content of the lesson. \_6\_\_

Comments:

Classroom Management Indicators

Rating

- 13. The teacher candidate has an effective way of getting all students in the class to be attentive. \_5\_\_
- 14. The teacher candidate does not try to "talk over" the students. \_5\_\_
- 15. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_6\_\_
- 16. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. \_6\_\_
- 17. 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\_\_
- 18. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. \_5\_\_

Comments:

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

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

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      4      **X5**      6

Rationale for Capsule Rating:

This is more of a 5.5 rating because XXXX's consistent good planning and execution was evident. Her ease with students was very evident. Overall, she has hit her stride as a Teacher Candidate.

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

- |   | Rating |
|---|--------|
| 11. The teacher candidate describes how s/he made decisions for planning and implementation.  | _5__   |
| 12. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.   | _6__   |
| 13. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                      | _6__   |
| 14. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.  | _6__   |
| 15. 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. | _5__   |

Comments:

XXXX's mature attitude and openness to suggestions are a real strength.

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

Continue, now, to put these developing skills to work in a teaching position!

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher’s observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

Rating

- 25. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. \_\_\_\_\_
- 26. The teacher candidate is on time and is prepared. \_\_\_\_\_
- 27. The teacher candidate dresses professionally. \_\_\_\_\_
- 28. 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). \_\_\_\_\_
- 29. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. \_\_\_\_\_
- 30. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner. \_\_\_\_\_
- 31. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. \_\_\_\_\_
- 32. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. \_\_\_\_\_
- 33. The teacher candidate is a student advocate. \_\_\_\_\_
- 34. Reacts professionally to distractions, schedule changes, or new responsibilities \_\_\_\_\_
- 35. Maintains confidentiality when speaking with other professionals or with a child \_\_\_\_\_
- 36. Seeks extra responsibility, as appropriate \_\_\_\_\_

Comments:

Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- 13. 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. \_\_\_\_\_
- 14. 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. \_\_\_\_\_
- 15. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_\_\_\_\_
- 16. The teacher candidate demonstrates fluency with available technology systems. \_\_\_\_\_
- 17. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \_\_\_\_\_
- 18. 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. \_\_\_\_\_

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |   |   |
|---|---|
| <p>_____ Computer for teacher use</p> <p>_____ Computer(s) for student use</p> <p>_____ Calculators</p> <p>_____ Document camera</p> <p>_____ Other (specify) _____</p> | <p>_____ Smart Board</p> <p>_____ Overhead projector</p> <p>_____ LCD Projector</p> <p>_____ Internet connection</p> <p>_____ Other (specify) _____</p> |
|---|---|

**FSEHD Teacher Candidate Observation and Progress Report-FALL 2010**

**SECTION ONE: LESSON INDICATORS**

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

**PLANNING**

<u>Planning Indicators</u>	<u>Rating</u>
31. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	<u>5</u>
32. Lesson objectives are measurable and observable.	<u>6</u>
33. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	<u>5</u>
34. 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.	<u>6</u>
35. 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.	<u>5</u>
36. The lesson design demonstrates an accurate understanding of content.	<u>6</u>
37. The lesson is designed to engage students in meaningful instructional tasks related to content.	<u>6</u>
38. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	<u>6</u>
39. Formative and/or summative assessments are aligned with objectives.	<u>5</u>
40. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	<u>5</u>

Comments: This lesson was designed for an American History/Civics course. It was effectively placed to teach a major component of the civics portion of the class - the electoral college. The lesson presented the electoral college process in a way that that teenagers could most certainly relate and understand.

Use the following rating scale to the Implementation and Content 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 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.

### ACTION

#### Implementation Indicators

- |  | <u>Rating</u> |
|--|---------------|
| 25. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.  | _6__          |
| 26. The teacher candidate attends to individual student needs, including learning and behavioral issues.   | 5__           |
| 27. 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.                       | _5__          |
| 28. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.   | _6__          |
| 29. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   | 6__           |
| 30. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.  | _5__          |
| 31. 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). | 5__           |
| 32. The lesson is modified as needed based on formative assessment within the lesson.  | _5__          |

Comments:

The use of an overhead projector with an enlarged map of the U.S. greatly helped the visual learner find the states that needed to be located on their personal maps. I would suggest improving questioning strategies to make deeper connections and allow the students to really think about an answer before moving on.

#### Content Indicators

- |  | <u>Rating</u> |
|--|---------------|
| 16. The content of the lesson is significant and worthwhile.   | 4__           |
| 17. The content of the lesson is appropriate for the developmental levels of the students in this class.             | 4__           |
| 18. Students are intellectually engaged with important ideas relevant to the focus of the lesson.                    | 4__           |
| 19. The teacher candidate provides accurate content information and displays an understanding of important concepts. | 4__           |
| 20. Appropriate connections are made to other areas of the discipline, to other disciplines,                         | 4__           |



and/or to real-world contexts.

3\_\_

Comments: The placement of this lesson was very effective. Students just learned about the 1920 election during which the popular vote did represent the winner of the electoral vote. Therefore, students were able to take place in a mock vote to witness the same result turn out in the classroom.

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

- 22. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. \_\_5\_\_
- 23. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_\_5\_\_
- 24. Active participation of all is encouraged and valued. \_\_4\_\_
- 25. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. \_\_5\_\_
- 26. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_\_4\_\_
- 27. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_\_4\_\_
- 28. There was a high proportion of student-to-student communication about the content of the lesson. \_\_3\_\_

Comments: XXXX's positive rapport with the students is evident throughout the lesson. To increase student-student communication, I would recommend the students working in groups to discuss the final outcome of the mock vote and their electoral maps using guiding questions to facilitate discussion.

Classroom Management Indicators

Rating

- 19. The teacher candidate has an effective way of getting all students in the class to be attentive. \_\_3\_\_
- 20. The teacher candidate does not try to "talk over" the students. \_\_3\_\_
- 21. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_\_4\_\_
- 22. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. \_\_4\_\_
- 23. 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. \_\_3\_\_
- 24. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are

based on logical consequences.

Comments: XXXX's presence in the room is respected by the students. However, at times the students are engaged in conversation and XXXX must be conscious of settling them down before continuing on so that valuable information is not lost. When giving directions for an activity, I suggest writing down the directions so the students have them to refer back to while the lesson is underway.

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

### 0 Points: Ineffective Instruction

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

### 5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      X4      5      6

### Rationale for Capsule Rating:

XXXX's lesson on the Election of 1920 and the electoral college was very well planned and executed. Students had been assigned to present the results of the Election of 1920, and XXXX capitalized on the fact that the popular vote does not always indicate the actual winner of an election (as was the case in 1920). In order to teach the difficult concept of the electoral college process, XXXX decided to hold a mock election in class. She asked the students

to vote for either "chocolate" or "vanilla" ice cream. The majority of the class voted for vanilla, and this number represented the popular vote. She then had each row of students vote for a flavor and the majority in that row would represent that flavor throughout the electoral vote. Each row then chose states to represent in the electoral vote. The students got very excited and competitive during this activity. Each row was discussing strategy for how to acquire the most electoral votes. This discussion proved that this activity worked and the students truly understood how important it is for a candidate to carry the states with numerous electoral votes. At the conclusion of the lesson, students shared their responses to the critical question: How does the electoral college affect the outcome of a Presidential election? Also, some debate ignited over the importance of the electoral college and why the founding fathers felt it was a necessary process for election. Overall, the lesson was creative and generated good discussion from the students. Many students ended the day by stating: "I get it now!"

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

- |   |                |
|---|----------------|
| 16. The teacher candidate describes how s/he made decisions for planning and implementation.  | Rating<br>_4__ |
| 17. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.   | _4__           |
| 18. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                      | _4__           |
| 19. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.  | _4__           |
| 20. 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. | 4__            |

Comments: XXXX discusses how she wanted to emphasize the civics component of the electoral college because these students will be voting next election. She did express how she would like to increase student engagement from all, not just a few and incorporate formal assessment of answers to questions, not simply open discussion.

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

1. Directing focus in first 5 minutes and last 5 minutes of class to increase student engagement.
2. Creating more formal questions that require all students to write and respond.

3. Making a conscious effort not to talk over students and develop a strategy that commands attention from all students at all times.

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher’s observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

Rating

- |   |      |
|---|------|
| 37. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.  | _5__ |
| 38. The teacher candidate is on time and is prepared.   | _5__ |
| 39. The teacher candidate dresses professionally.   | _5__ |
| 40. 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). | _5__ |
| 41. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   | _5__ |
| 42. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.   | 5__  |
| 43. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.  | _5__ |
| 44. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.  | _5__ |
| 45. The teacher candidate is a student advocate.  | _5__ |
| 46. Reacts professionally to distractions, schedule changes, or new responsibilities  | _5__ |
| 47. Maintains confidentiality when speaking with other professionals or with a child  | _5__ |
| 48. Seeks extra responsibility, as appropriate  | _5__ |

Comments: XXXX's level of professionalism is outstanding!



Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- 19. 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 \_
- 20. 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. \_ 4 \_
- 21. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_ 4 \_
- 22. The teacher candidate demonstrates fluency with available technology systems. \_ 4 \_
- 23. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \_ 4 \_
- 24. 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. \_ 4 \_

Comments: Technology was used appropriately for the visual, auditory, and kinesthetic learners in the classroom. XXXX is comfortable in using a variety of strategies and manipulatives in order to reach all learners in the classroom.

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Computer for teacher use    | <input type="checkbox"/> Smart Board           |
| <input type="checkbox"/> Computer(s) for student use | <input type="checkbox"/> Overhead projector    |
| <input type="checkbox"/> Calculators                 | <input type="checkbox"/> LCD Projector         |
| <input type="checkbox"/> Document camera             | <input type="checkbox"/> Internet connection   |
| <input type="checkbox"/> Other (specify) _____       | <input type="checkbox"/> Other (specify) _____ |

**FSEHD Teacher Candidate Observation and Progress Report-FALL 2010**

**SECTION ONE: LESSON INDICATORS**

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

**PLANNING**

Planning Indicators

- |   | <u>Rating</u> |
|---|---------------|
| 41. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.   | _5__          |
| 42. Lesson objectives are measurable and observable.  | _5__          |
| 43. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.   | _5__          |
| 44. 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__          |
| 45. 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__          |
| 46. The lesson design demonstrates an accurate understanding of content.  | _5__          |
| 47. The lesson is designed to engage students in meaningful instructional tasks related to content.   | _5__          |
| 48. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.   | _5__          |
| 49. Formative and/or summative assessments are aligned with objectives.   | _5__          |
| 50. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.   | _5__          |

Comments: The lesson was well-crafted and placed at an appropriate point in the unit. Students were required to be self-directed learners and then report out to their classmates. Chronological thinking was a key component of this lesson.

Use the following rating scale to the Implementation and Content 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 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.

**ACTION**

Implementation Indicators

Rating

- 33. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. 5 \_\_\_
- 34. The teacher candidate attends to individual student needs, including learning and behavioral issues. 4 \_\_\_
- 35. 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. 5 \_\_\_
- 36. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. 4 \_\_\_
- 37. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). 5 \_\_\_
- 38. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. 4 \_\_\_
- 39. 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). 3 \_\_\_
- 40. The lesson is modified as needed based on formative assessment within the lesson. \_3\_\_\_

Comments: Students moved through three waves of activities during this lesson. In the beginning, students were in rows to view a video clip of "Hogan's Heroes" to see the inner-workings of a POW camp. Next, students worked in groups to complete a reading and timeline activity. Then the students joined in whole-class discussion about the 5 articles being taught by their classmates. Students were engaged in the lesson, however, some students tend to drift away from the required task. Students need to be held accountable at every point of the lesson so that each student is required to participate in the required task. Graphic organizers were used during the whole-class discussion, but could have served as an aid at each point of the lesson's progression to keep all students engaged.

Content Indicators

Rating

- 21. The content of the lesson is significant and worthwhile. \_5\_\_\_
- 22. The content of the lesson is appropriate for the developmental levels of the students in this class. \_5\_\_\_
- 23. Students are intellectually engaged with important ideas relevant to the focus of the lesson. \_5\_\_\_
- 24. The teacher candidate provides accurate content information and displays an understanding of important concepts. \_5\_\_\_
- 25. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. \_5\_\_\_

Comments: Excellent connection to the content of the unit. Students charted the progression of the various "camps" during WWII and the Holocaust through a TV clip and various readings. Students were required to uncover the information and report out to their classmates as the



teachers". Students listening to the report were then required to work on their summarization skills, a skill that all students in the class need to hone and develop.

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

- 29. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. 5 \_\_\_
- 30. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_3\_\_\_
- 31. Active participation of all is encouraged and valued. \_4\_\_\_
- 32. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. 5 \_\_\_
- 33. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_5\_\_\_
- 34. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_5\_\_\_
- 35. There was a high proportion of student-to-student communication about the content of the lesson. \_5\_\_\_

Comments: This lesson truly allowed student-centered learning and teaching to shine! However, when facilitating student-centered learning, it can be difficult to account for all students to share the task and responsibility. Therefore, it becomes necessary to hold all students accountable for the same amount of work which can be achieved through graphic organizers or in class writing prompts. Also, students were easily distracted and a few were less engaged in the lesson. XXXX used her proximity to dispell side conversations and will continue to work on getting all students to pay attention and produce good work.

Classroom Management Indicators

Rating

- 25. The teacher candidate has an effective way of getting all students in the class to be attentive. \_3\_\_\_
- 26. The teacher candidate does not try to "talk over" the students. \_3\_\_\_
- 27. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_4\_\_\_
- 28. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. \_5\_\_\_
- 29. 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. \_4\_\_\_
- 30. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. \_4\_\_\_

Comments: XXXX does an effective job of circulating the room and asking students what they have discovered and learned. She is also available for any questions the students may have about the task. However, she should not begin her lesson or explanation until all students are listening and avoid talking over their side conversations. Valuable directions

and information is lost on those who are not listening and then become the behavior problems later in the lesson. Therefore, the suggestion was made to have a hard copy of all directions for the lesson to be given to all students. Once all students have the directions and are attentive, directions should be discussed with time for questions and clarification.

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

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

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      4      X5      6

Rationale for Capsule Rating: Overall this lesson was highly engaging and student-centered. The three activities were designed to keep students motivated and engaged throughout the lesson. Using technology in the classroom, is always a good way to get students to visually grasp concepts being taught. XXXX used the show "Hogan's Heroes" to demonstrate the inner-workings of a POW camp during WWII. She met one of the actors and was able to connect his life story and tattoo from WWII to their reasons for getting tattoos. She started a conversation on the difference between his tattoo identifying a painful past to their reasons for having or wanting tattoos of pleasant memories. The students then engaged in active exploration of content through reading comprehension. The readings were

then presented in chronological order while the audience completed a timeline of events and a brief summary of those events. XXXX appropriately accommodated for the various learners in the classroom. Classmate management is a skill that comes with time and practice. XXXX has the skills in place to be a highly effective educator and will continue to command respect from the students. This lesson challenged her ability to keep the students on task and she is always reflective and open to feedback on how to improve her lessons for the future.

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

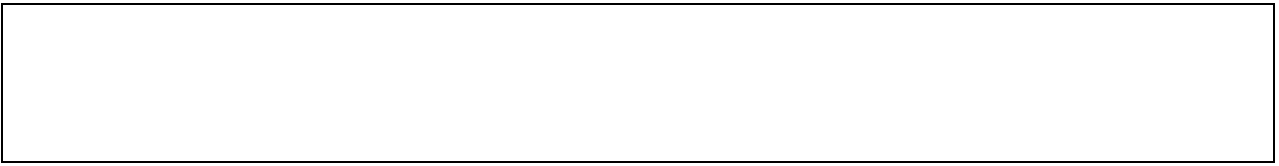
- |   |                |
|---|----------------|
| 21. The teacher candidate describes how s/he made decisions for planning and implementation.  | Rating<br>_5__ |
| 22. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.   | _5__           |
| 23. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                      | 5__            |
| 24. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.  | _5__           |
| 25. 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. | _5__           |

Comments: Dialogue about reflection and improvement is always welcomed. XXXX is aware of her strengths and challenges and has clear goals for improvement.

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

XXXX will continue to hone her classroom management skills and incorporate more formal assessment to hold students accountable for each task within the lesson.



**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

Rating

- |   |       |
|---|-------|
| 49. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.  | _6__  |
| 50. The teacher candidate is on time and is prepared.   | 6__   |
| 51. The teacher candidate dresses professionally.   | _6__  |
| 52. 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). | _6__  |
| 53. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   | _6__  |
| 54. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.   | _6__  |
| 55. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.  | _6__  |
| 56. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.  | _6__  |
| 57. The teacher candidate is a student advocate.  | _6__  |
| 58. Reacts professionally to distractions, schedule changes, or new responsibilities  | _6__  |
| 59. Maintains confidentiality when speaking with other professionals or with a child  | _6__  |
| 60. Seeks extra responsibility, as appropriate  | __6__ |

Comments: A true professional! Receptive to all collaboration and feedback from colleagues and students.

Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- 25. 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. \_5\_
  - 26. 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. 5\_
  - 27. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_5\_
  - 28. The teacher candidate demonstrates fluency with available technology systems. \_5\_
  - 29. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \_5\_
  - 30. 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. \_5\_
- Comments: Technology is always encouraged in XXXX's classroom. She uses various tools to support teaching and learning in her classroom.

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |     |                             |     |                       |
|-----|-----------------------------|-----|-----------------------|
| _1_ | Computer for teacher use    | _1_ | Smart Board           |
| _1_ | Computer(s) for student use | ___ | Overhead projector    |
| ___ | Calculators                 | _1_ | LCD Projector         |
| ___ | Document camera             | _1_ | Internet connection   |
| ___ | Other (specify) _____       | _1_ | Other (specify) _____ |

**FSEHD Teacher Candidate Observation and Progress Report-FALL 2010**

**SECTION ONE: LESSON INDICATORS**

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning 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 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.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

**PLANNING**

Planning Indicators

- |   |               |
|---|---------------|
|   | <u>Rating</u> |
| 51. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.   | _5__          |
| 52. Lesson objectives are measurable and observable.  | _5__          |
| 53. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.   | _5__          |
| 54. 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__          |
| 55. 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__          |
| 56. The lesson design demonstrates an accurate understanding of content.  | _5__          |
| 57. The lesson is designed to engage students in meaningful instructional tasks related to content.   | _5__          |
| 58. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.   | _5__          |
| 59. Formative and/or summative assessments are aligned with objectives.   | _5__          |
| 60. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.   | _5__          |

Comments: This lesson was well-planned and organized. \_\_\_\_\_ did the necessary preparations to allow students to anonymously analyze their peers; handwriting by having all students write the same sentence at the end of the lesson the day before on the same plain white paper. She did not tell the students why she was requiring such a task because the analysis works best when the students do not know that their handwriting is being analyzed. She then coded the papers so that she knew who wrote the sentence but so that the students did not know whose paper they had when it came time to analyze. She also created packets of criteria and examples with graphic organizers for the students to use the next day.

Use the following rating scale to the Implementation and Content 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 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.

### ACTION

#### Implementation Indicators

Rating

41. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. 6 \_\_\_\_
42. The teacher candidate attends to individual student needs, including learning and behavioral issues. 5 \_\_\_\_
43. 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. 6 \_\_\_\_
44. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. 6 \_\_\_\_
45. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). 6 \_\_\_\_
46. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. 6 \_\_\_\_
47. 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 \_\_\_\_
48. The lesson is modified as needed based on formative assessment within the lesson. 5 \_\_\_\_

Comments: All students were actively engaged throughout the lesson. Students were introduced to the day's lesson with a brief overview of the theory behind handwriting analysis. then asked all students to form groups of 3-4 students. Within these groups students began to practice "graphology." As a warm-up students were handed writing sample from three famous/notorious public figures (President Clinton, Ted Kyzcinski and Charles Manson). In their groups, students were asked to analyze the pressure, slant and baseline of the writing which give clues as to what type of person wrote their sample. Students used charts and a graphic organizer to compile such information. Students then got to analyze the writing samples of their classmates looking for characteristics of the specific letters.

#### Content Indicators

Rating

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



Comments: Handwriting analysis is an interesting indication of personality. Students participating in a Personality unit in Psychology so the analysis was relevant and very personalized.

Use the following rating scale to rate the Climate and Classroom Management 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 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.

Climate Indicators

Rating

- 36. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. \_5\_
- 37. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. \_5\_
- 38. Active participation of all is encouraged and valued. \_6\_
- 39. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. \_6\_
- 40. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. \_5\_
- 41. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. \_5\_
- 42. There was a high proportion of student-to-student communication about the content of the lesson. \_5\_

Comments: All students were motivated to learn during this lesson. By working in groups, students demonstrated their ability to work with one another and \_\_\_\_\_ was sure to travel around from group to group to address any concerns that arose. \_\_\_\_\_ challenged her students by requiring them to analyze and evaluate the theory throughout her lesson.

Classroom Management Indicators

Rating

- 31. The teacher candidate has an effective way of getting all students in the class to be attentive. \_5\_
- 32. The teacher candidate does not try to "talk over" the students. \_5\_
- 33. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. \_5\_
- 34. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. \_6\_
- 35. 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. \_5\_
- 36. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. \_6\_

Comments: As evidenced by this lesson, \_\_\_\_\_ proved that the more engaged students are during a lesson, the better behaved and on-task they are. Students were interested in the subject matter and asked questions to better understand.

## 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 you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

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

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; or 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 indicate 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, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

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

Instruction is purposeful and engaging. 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 implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):      0      1      2      3      4      5      **X6**

Rationale for Capsule Rating: During this psychology lesson, instruction certainly proved purposeful and engaging. Students were trained to analyze handwriting and practiced with writing samples from famous people. The students predicted the type of personality that their subject possessed. They were able to evaluate unstable versus stable personalities (ex. Ted Kaczynski vs. Bill Clinton). Students actively participated in meaningful work. They were investigative in their analysis and worked in groups to analyze the famous samples and ultimately their peers. The lesson was very well-designed and implemented. The lesson moved in three waves which kept students engaged throughout the class period. She began with an introduction to graphology and reviewed the characteristics that are considered when analyzing handwriting. She then allowed students to review samples of famous people and share their results with the class. Students then analyzed the handwriting of their peers and attributed personality characteristics to their anonymous

writers. Finally, students were given back their own writing sample with the analysis of what their handwriting says about them. Students were asked to write in their response journals and discuss the results they were given. Students were required to evaluate the process and its validity. Most students were amazed to find that their handwriting traits were an accurate portrayal of their personality traits. Throughout the lesson she was highly responsive to students' diverse needs and interests. She employed a very personalized lesson and was sure to circulate around the room answering questions the students had and discussing with them the results they were finding in their investigation. Instruction enhanced students' understanding of the discipline and developed their capacity to successfully do the discipline. Psychology is a very personal discipline and the students were highly engaged to learn about themselves and the people around them. The lesson was well planned, well implemented and she was able to assess their understanding through their journal writing and whole class discussion. Her creativity and high expectations for success were demonstrated throughout this unit, culminating with this lesson.

### SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection 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 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.

### REFLECTION

#### Reflection Indicators

- |   | Rating |
|---|--------|
| 26. The teacher candidate describes how s/he made decisions for planning and implementation.  | _4__   |
| 27. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.   | _4__   |
| 28. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.                      | _4__   |
| 29. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.  | _4__   |
| 30. 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. | _4__   |

Comments:            is highly self-reflective and open to all feedback. She is able to articulate concerns that she has and her plan to correct anything that could be enhanced the next time.

#### Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

Continue to develop and hone teaching practices and classroom management as she embarks on her teaching career.

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher’s observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral 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 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.

Professional Behavior Indicators

Rating

- 61. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. \_\_\_\_\_
- 62. The teacher candidate is on time and is prepared. \_\_\_\_\_
- 63. The teacher candidate dresses professionally. \_\_\_\_\_
- 64. 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). \_\_\_\_\_
- 65. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. \_\_\_\_\_
- 66. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner. \_\_\_\_\_
- 67. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. \_\_\_\_\_
- 68. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. \_\_\_\_\_
- 69. The teacher candidate is a student advocate. \_\_\_\_\_
- 70. Reacts professionally to distractions, schedule changes, or new responsibilities \_\_\_\_\_
- 71. Maintains confidentiality when speaking with other professionals or with a child \_\_\_\_\_
- 72. Seeks extra responsibility, as appropriate \_\_\_\_\_

Comments:

Use the following rating scale to rate the Technology 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 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.

Technology Indicators

Rating

- 31. 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. \_\_\_\_\_
- 32. 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. \_\_\_\_\_
- 33. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_\_\_\_\_
- 34. The teacher candidate demonstrates fluency with available technology systems. \_\_\_\_\_
- 35. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \_\_\_\_\_
- 36. 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. \_\_\_\_\_

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |   |   |
|---|---|
| <p>_____ Computer for teacher use</p> <p>_____ Computer(s) for student use</p> <p>_____ Calculators</p> <p>_____ Document camera</p> <p>_____ Other (specify) _____</p> | <p>_____ Smart Board</p> <p>_____ Overhead projector</p> <p>_____ LCD Projector</p> <p>_____ Internet connection</p> <p>_____ Other (specify) _____</p> |
|---|---|