#8) CANDIDATE OBSERVATION AND PROGRESS REPORT

Student #0302908 (Example of Acceptable Candidate)

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	Rating
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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.

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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

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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
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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.

____	Computer for teacher use	____	Smart Board
____	Computer(s) for student use	____	Overhead projector
____	Calculators	____	LCD Projector
____	Document camera	____	Internet connection
____	Other (specify) _____	____	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	Rating
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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.

__ __	Computer for teacher use	____	Smart Board
____	Computer(s) for student use	____	Overhead projector
____	Calculators	____	LCD Projector
____	Document camera	____	Internet connection
____	Other (specify) _____	____	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   Rating
21. The design of the lesson demonstrates careful planning and organization, from appropriate set
    induction to closure.   __5__
22. Lesson objectives are measurable and observable.   _6___
23. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.   _5___
24. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or
    assistive technologies, electronic technology) in this lesson plan demonstrate attention to   _6___
    students' experience, preparedness, and/or learning styles.
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   _5___
    of access, equity, and diversity for students.
26. The lesson design demonstrates an accurate understanding of content.   _6___
27. The lesson is designed to engage students in meaningful instructional tasks related to content.   _6___
28. The lesson is designed to be student-centered, take advantage of students' curiosity, and be
    highly engaging.   _6___
29. Formative and/or summative assessments are aligned with objectives.   _5___
30. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.   _5___
Comments:
Lesson was both engaging and informative!

Use the following rating scale to the Implementation and Content Indicators.

0	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.\n\nThe 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.\n\nThe 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.\n\nThe candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.\n\nThe candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

REFLECTION

<u>Reflection Indicators</u>   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.

<u>Goals</u>
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!

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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.

____	Computer for teacher use	____	Smart Board
____	Computer(s) for student use	____	Overhead projector
____	Calculators	____	LCD Projector
____	Document camera	____	Internet connection
____	Other (specify) _____	____	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	Rating
31. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	_5___
32. Lesson objectives are measurable and observable.	6____
33. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	5____
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.	6____
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.	_5___
36. The lesson design demonstrates an accurate understanding of content.	_6___
37. The lesson is designed to engage students in meaningful instructional tasks related to content.	_6___
38. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	_6___
39. Formative and/or summative assessments are aligned with objectives.	_5___
40. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	_5___

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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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
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	Rating
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,	

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.   _4___

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   Rating

16. The teacher candidate describes how s/he made decisions for planning and implementation.   _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.

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

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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	Rating
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 unti. Students were required to be self-directed learners and then report out to their classmates. Chronological thinking was a key component of this lesson.

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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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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

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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 discusses 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

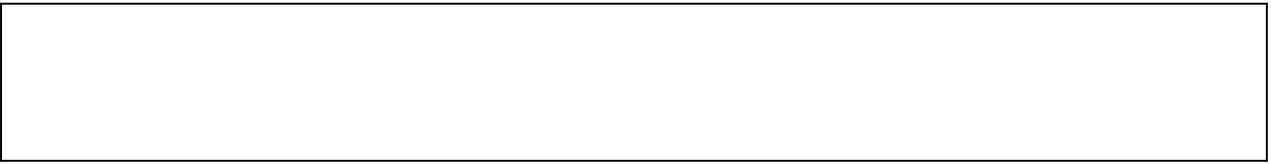Reflection Indicators   Rating
21. The teacher candidate describes how s/he made decisions for planning and implementation.   _5___
22. The teacher candidate discusses the strengths and weaknesses of the lesson and generates
    appropriate ideas for possible improvements.   _5___
23. The teacher candidate 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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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) _____

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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	Rating
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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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 Pyschology 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.

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   <mark>X6</mark>

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.   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   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 â€œdoâ€• the discipline. Psychology is a very personal discipline and the students were highly engaged to learn about themselves and the people around them.   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

<u>Reflection Indicators</u>   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.

<u>Goals</u>
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	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	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.

____   Computer for teacher use   ____   Smart Board

____   Computer(s) for student use   ____   Overhead projector

____   Calculators   ____   LCD Projector

____   Document camera   ____   Internet connection

____   Other (specify) _____   ____   Other (specify) _____