

#8) CANDIDATE OBSERVATION AND PROGRESS REPORT

Student #0411968 (Example of Exemplary Candidate)

College Supervisor #1.....	p. 2
College Supervisor#2.....	p.12
College Supervisor#3.....	p.23
Cooperating Teacher #1.....	p. 36
Cooperating Teacher #2.....	p.48
Cooperating Teacher #1.....	p. 58

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 Indicators

1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.
2. Lesson objectives are measurable and observable.
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.
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. 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.
6. The lesson design demonstrates an accurate understanding of content.
7. The lesson is designed to engage students in meaningful instructional tasks related to content.
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.

Rating

- 4
4
4
5
4
4
5
4

- 9. Formative and/or summative assessments are aligned with objectives.
- 10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

4
4

PLANNING

Comments: Even without a formal written lesson plan, the lesson I observed today had all the hallmarks of careful and thorough planning.

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

<u>Implementation Indicators</u>	<u>Rating</u>
1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.	<u>4</u>
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.	<u>4</u>
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.	<u>5</u>
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.	<u>4</u>
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).	<u>4</u>
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	<u>4</u>
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).	<u>5</u>
8. The lesson is modified as needed based on formative assessment within the lesson.	<u>5</u>

Comments: The “implementation indicators” above were addressed and appropriately covered.

<u>Content Indicators</u>	<u>Rating</u>
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.	_5_
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.	_4_

Comments: The range of resources required for this lesson was on hand and aptly incorporated into this lesson.

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students’ diverse needs and interests.</p>

<u>Climate Indicators</u>	<u>Rating</u>
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.	_5_
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.	_4_

Comments: This was _____’s first lesson with the Year 9 History class. His work today with these students augurs well for both his classroom management and rapport building strategies.

<u>Classroom Management Indicators</u>	<u>Rating</u>
1. The teacher candidate has an effective way of getting all students in the class to be attentive.	<u> 3 </u>
2. The teacher candidate does not try to “talk over” the students.	<u> 4 </u>
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.	<u> 4 </u>
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.	<u> 4 </u>
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.	<u> 4 </u>
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.	<u> 3 </u>
Comments: See above.	

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: At this point, the "accomplished instruction"™ markers above are being comfortably achieved. continues his press to fine-tune his work as a teacher.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

- | | Rating |
|--|--------|
| 1. The teacher candidate describes how s/he made decisions for planning and implementation. | _5_ |
| 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. | _5_ |
| 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: ™s post-lesson reflections are thorough and accompanied by insightful ideas to address those features of his work requiring some adjustment.

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.

At our next meeting, and I will pay close attention to short and long term planning, keeping track of student progress and strategies to reach special needs students.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Professional Behavior Indicators *

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

*Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators *

Rating

- | | |
|---|--------|
| 1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. | *
— |
| 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. | — |
| 3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). | — |
| 4. The teacher candidate demonstrates fluency with available technology systems. | — |
| 5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. | — |
| 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. | — |

*Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

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

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

FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

SECTION ONE: LESSON INDICATORS

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

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Planning Indicators

	<u>Rating</u>
11. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	4
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.	5
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.	5
17. The lesson is designed to engage students in meaningful instructional tasks related to content.	4
18. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	4
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.	4

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

Comments: The planning for these lessons [year 10 Geography followed by year 9 History] was thorough and carefully thought through. TM's lessons closely followed his planning and were very successful.

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

<u>Implementation Indicators</u>	<u>Rating</u>
9. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.	<u> 5 </u>
10. The teacher candidate attends to individual student needs, including learning and behavioral issues.	<u> 5 </u>
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.	<u> 5 </u>
12. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.	<u> 5 </u>
13. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).	<u> 5 </u>
14. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	<u> 5 </u>
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).	<u> 5 </u>

16. The lesson is modified as needed based on formative assessment within the lesson. _5__

Comments: Clear and thorough planning for these lessons, coupled with close adherence to these plans ensured the “implementation indicators”™ were met.

<u>Content Indicators</u>	<u>Rating</u>
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.	_4__
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: has successfully addressed the “content indicators”™ above via a consideration of both RIC and local school standards and curriculum objectives.

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.

<u>Climate Indicators</u>	<u>Rating</u>
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.	_5__
10. Active participation of all is encouraged and valued.	_5__
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.	_5__
14. There was a high proportion of student-to-student communication about the content of the lesson.	_5__

Comments: Notwithstanding the usual range of challenging students in these classes, _____ has established and maintained a positive classroom climate.

Classroom Management Indicators

Rating

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

Comments: Clear and thoughtful lesson plans coupled with clear instruction, resulted in _____
_____’s generally sound level of classroom management across both sessions.

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: As he works to stretch his overall teaching performance, continues to meet the accomplished instruction indicators above with ease, a teacher waiting in the wing.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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. | __6__ |
| 8. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. | __6__ |
| 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. | __5__ |

Comments: clearly takes this aspect of his teaching (critical reflection) very seriously and is realistic and proactive in his personal evaluations of all aspects of his work towards becoming a teacher.

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.

Management strategies and keeping track of pupil progress are ongoing foci of our post-lesson debriefings. and I will return to these points next visit, along with a consideration of how planning for and teaching a full teaching load is progressing.

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

*Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators *

Rating

- | | |
|---|------------|
| 7. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. | *
_____ |
| 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. | _____ |
| 9. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). | _____ |
| 10. The teacher candidate demonstrates fluency with available technology systems. | _____ |
| 11. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. | _____ |
| 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. | _____ |

*Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

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

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

FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

SECTION ONE: LESSON INDICATORS

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

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Planning Indicators

Rating

- | | |
|---|---|
| 21. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. | 6 |
| 22. Lesson objectives are measurable and observable. | 5 |
| 23. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards. | 6 |
| 24. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles. | 5 |
| 25. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. | 5 |
| 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. | 5 |
| 28. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. | 5 |
| 29. Formative and/or summative assessments are aligned with objectives. | 6 |
| 30. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed. | 5 |

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

Comments: displays thoughtful and thorough planning, successfully capturing the range and intent of the indicators above.

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

Rating

- | | |
|--|------|
| 17. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. | 6__ |
| 18. The teacher candidate attends to individual student needs, including learning and behavioral issues. | _6__ |
| 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. | _5__ |
| 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. 6

Comments: TMs solid and comprehensive planning (see above) ensures the TM implementation indicatorsTM are soundly addressed.

Content Indicators

Rating

11. The content of the lesson is significant and worthwhile. 6

12. The content of the lesson is appropriate for the developmental levels of the students in this class. 5

13. Students are intellectually engaged with important ideas relevant to the focus of the lesson. 5

14. The teacher candidate provides accurate content information and displays an understanding of important concepts. 6

15. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. 5

Comments: The TM content indicatorsTM above were soundly met.

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

- | | |
|---|------|
| 15. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. | _6__ |
| 16. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. | _5__ |
| 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. | _5__ |
| 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. | _5__ |

Comments: continues to have a strong rapport with his students and works enthusiastically to harness and build this level of mutual respect.

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. | _6__ |
| 15. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. | _5__ |
| 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. | _6__ |

Comments: is continuing to work with a range of established and new management strategies to achieve this work-oriented classroom.

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: is an accomplished [student] teacher, ably meeting the
"accomplished instruction"™ measures above.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

<u>Reflection Indicators</u>	Rating
11. The teacher candidate describes how s/he made decisions for planning and implementation.	__6__
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.	__6__

Comments: ™s realistic reflection on his teaching is thorough and thoughtful and a most impressive feature of his work.

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.

my best wishes as you launch your career as a teacher. The profession and the education of the students in your care will be boosted by your appointment.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators *

Rating

- | | |
|--|----------|
| 13. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. | *
___ |
| 14. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. | ___ |
| 15. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). | ___ |
| 16. The teacher candidate demonstrates fluency with available technology systems. | ___ |
| 17. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. | ___ |
| 18. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. | ___ |

*Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

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

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

FSEHD Teacher Candidate Observation and Progress Report-FALL 2010

SECTION ONE: LESSON INDICATORS

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

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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 Indicators

- | | |
|--|--|
| <p>31. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.</p> <p>32. Lesson objectives are measurable and observable.</p> <p>33. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.</p> <p>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.</p> <p>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.</p> <p>36. The lesson design demonstrates an accurate understanding of content.</p> <p>37. The lesson is designed to engage students in meaningful instructional tasks related to content.</p> <p>38. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.</p> <p>39. Formative and/or summative assessments are aligned with objectives.</p> | <p>4</p> <p>5</p> <p>4</p> <p>5</p> <p>3</p> <p>4</p> <p>4</p> <p>5</p> <p>5</p> |
|--|--|

Rating

40. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.

PLANNING

Comments:

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

- 25. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. _4_
- 26. The teacher candidate attends to individual student needs, including learning and behavioral issues. _3_
- 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. _4_
- 29. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _4_
- 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). _6_
- 32. The lesson is modified as needed based on formative assessment within the lesson. _4_

Comments: Australian college supervisor did not solicit feedback from cooperating teacher – see cooperating teacher observations.

Content Indicators

Rating

- | | |
|---|--------------|
| 16. The content of the lesson is significant and worthwhile. | <u> 3 </u> |
| 17. The content of the lesson is appropriate for the developmental levels of the students in this class. | <u> 4 </u> |
| 18. Students are intellectually engaged with important ideas relevant to the focus of the lesson. | <u> 3 </u> |
| 19. The teacher candidate provides accurate content information and displays an understanding of important concepts. | <u> 4 </u> |
| 20. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. | <u> 4 </u> |

Comments:

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

- | | |
|---|------|
| 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. | _4__ |
| 24. Active participation of all is encouraged and valued. | _5__ |
| 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. | _5__ |
| 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. | _4__ |

Comments:

Classroom Management Indicators

Rating

- | | |
|---|------|
| 19. The teacher candidate has an effective way of getting all students in the class to be attentive. | _3__ |
| 20. The teacher candidate does not try to "talk over" the students. | _3__ |
| 21. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. | _4__ |
| 22. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. | _4__ |
| 23. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. | _3__ |
| 24. The teacher candidate applies a set of fair classroom rules, and behavioral | |

interventions are based on logical consequences.
Comments:

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

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

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

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

1-2 Points: Some Elements of Effective Instruction

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

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

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

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is

responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

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

Rationale for Capsule Rating:

SECTION THREE: POST OBSERVATION

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

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

- | | Rating |
|---|---------|
| 16. The teacher candidate describes how s/he made decisions for planning and implementation. | __ 5 __ |
| 17. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. | __ 5 __ |
| 18. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. | __ 5 __ |
| 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. | __ 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.

_____ is progressing very well. This lesson was _____TMs second full lesson and in an overall sense it was a wonderful success. Minor issues still exist in terms of behavior development however the content, pedagogy and social tenor of this lesson were very solid. _____ has a particular skill at facilitating intellectually rigorous, in-depth content discussion amongst students. Additionally, _____TMs reflections are extensive, honest and appropriately focused. _____ has

begun his teaching practicum with great success and he should be proud of his early efforts in an unusual teaching environment.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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. | _6_ |
| 39. The teacher candidate dresses professionally. | _6_ |
| 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). | _6_ |
| 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. | _6_ |
| 44. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. | _4_ |
| 45. The teacher candidate is a student advocate. | _4_ |
| 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 | _6_ |

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

- 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. __6__
- 23. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. __5__
- 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. __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.

<u> 1 </u>	Computer for teacher use	<u> 1 </u>	Smart Board
<u> 1 </u>	Computer(s) for student use	_____	Overhead projector
_____	Calculators	<u> 1 </u>	LCD Projector
_____	Document camera	_____	Internet connection
<u> 1 </u>	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

<u>Planning Indicators</u>	<u>Rating</u>
41. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	5
42. Lesson objectives are measurable and observable.	5
43. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	6
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.	4
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.	6
50. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	4

record specific examples or quotes to illustrate the noted factors.

PLANNING

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. | _4_ |
| 34. The teacher candidate attends to individual student needs, including learning and behavioral issues. | _5_ |
| 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. | _6_ |
| 36. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. | _5_ |
| 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. | _6_ |
| 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). | _4_ |
| 40. The lesson is modified as needed based on formative assessment within the lesson. | _5_ |

Comments:

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. | __4__ |

Comments:

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

29. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. 6
30. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. 5
31. Active participation of all is encouraged and valued. 5
32. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. 6
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. 6
35. There was a high proportion of student-to-student communication about the content of the lesson. 6

Comments:

Classroom Management Indicators

Rating

25. The teacher candidate has an effective way of getting all students in the class to be attentive. 5
26. The teacher candidate does not try to "talk over" the students. 4
27. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. 5
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. 5
30. 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 4 **X5**
6

Rationale for Capsule Rating:

is functioning as a competent teacher. He is actively questioning his own performance and making sophisticated adjustments to his pedagogy based on individual student needs. is making excellent progress.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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. | __6__ |
| 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. | __4__ |
| 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: _____ is a natural reflector. In addition to written reflections, _____ engages in collegial reflective episodes after every lesson and at the end of the day. He actively constructs responses and changes to his pedagogy that is driven by honest, critical reflection. This is a clear area of strength for _____

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.

_____ should continue to focus on developing positive behavior with high needs students. Key to his success will be establishing a varied and appropriate set of consequences that affords him the capacity to encourage heightened engagement from students with complex social issues.

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

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 | __5__ |
| 60. Seeks extra responsibility, as appropriate | __5__ |

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

- 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. 6
- 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. 6
- 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:

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.

<u> 1 </u>	Computer for teacher use	<u> 1 </u>	Smart Board
<u> 1 </u>	Computer(s) for student use	<u> 1 </u>	Overhead projector
<u> </u>	Calculators	<u> 1 </u>	LCD Projector
<u> </u>	Document camera	<u> 1 </u>	Internet connection
<u> 1 </u>	Other (specify) _____	<u> 1 </u>	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.

<u>Planning Indicators</u>	<u>Rating</u>
51. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	6
52. Lesson objectives are measurable and observable.	6
53. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	6
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.	6
56. The lesson design demonstrates an accurate understanding of content.	6
57. The lesson is designed to engage students in meaningful instructional tasks related to content.	6
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.	6
60. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	5

PLANNING

Comments:

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

ACTION

Implementation Indicators

Rating

- | | |
|--|-----|
| 41. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. | _5_ |
| 42. The teacher candidate attends to individual student needs, including learning and behavioral issues. | _6_ |
| 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. | _5_ |
| 45. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). | _5_ |
| 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). | _5_ |
| 48. The lesson is modified as needed based on formative assessment within the lesson. | _5_ |

Comments:

<u>Content Indicators</u>	<u>Rating</u>
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.	_6__
29. The teacher candidate provides accurate content information and displays an understanding of important concepts.	_6__
30. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.	_6__

Comments:

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

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

<u>Climate Indicators</u>	<u>Rating</u>
36. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.	_6__
37. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.	_6__
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.	_6__
41. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.	_6__
42. There was a high proportion of student-to-student communication about the content of the lesson.	_6__

Comments:

Classroom Management Indicators

Rating

- | | |
|---|--------------|
| 31. The teacher candidate has an effective way of getting all students in the class to be attentive. | <u> 5 </u> |
| 32. The teacher candidate does not try to “talk over” the students. | <u> 4 </u> |
| 33. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. | <u> 6 </u> |
| 34. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. | <u> 6 </u> |
| 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. | <u> 5 </u> |
| 36. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. | <u> 6 </u> |

Comments: 'breathes' social justice.

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

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

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

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

1-2 Points: Some Elements of Effective Instruction

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

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

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

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is

responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

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

Rationale for Capsule Rating:

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
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>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.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

<u>Reflection Indicators</u>	Rating
26. The teacher candidate describes how s/he made decisions for planning and implementation.	_6_
27. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.	_6_
28. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	_6_
29. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	_6_
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.	_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.

Continue to reflect & critique.

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. _6_
- 62. The teacher candidate is on time and is prepared. _6_
- 63. The teacher candidate dresses professionally. _6_
- 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). _6_
- 65. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. _6_
- 66. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner. _6_
- 67. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. _6_
- 68. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. _6_
- 69. The teacher candidate is a student advocate. _6_
- 70. Reacts professionally to distractions, schedule changes, or new responsibilities _6_
- 71. Maintains confidentiality when speaking with other professionals or with a child _6_
- 72. Seeks extra responsibility, as appropriate _6_

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

- 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. 6
- 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. 6
- 33. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). 6
- 34. The teacher candidate demonstrates fluency with available technology systems. 5
- 35. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. 6
- 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. 6

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.

<u> 1 </u>	Computer for teacher use	<u> 1 </u>	Smart Board
<u> 1 </u>	Computer(s) for student use	_____	Overhead projector
_____	Calculators	<u> 1 </u>	LCD Projector
_____	Document camera	_____	Internet connection
<u> 1 </u>	Other (specify) _____	_____	Other (specify) _____