

FORMATIVE OBSERVATION FORM

Student Teacher _____ Date/Time of Observation _____

Grade/Subject _____ School _____ Co-operating Teacher _____

| Domain A: Organizing Content Knowledge for Student Learning | |
|---|---|
| Key Words | Criteria |
| <ul style="list-style-type: none"> ◆ Background experiences ◆ Interests ◆ Motivation to learn ◆ Developmental level ◆ Cultures ◆ Beliefs and values ◆ Ethnic differences ◆ Exceptionalities ◆ Number of students | <p>Class Summary 6 (1-5), Preobservation Interview 5 A1: Becoming familiar with relevant aspects of students' background knowledge and experiences</p> |
| <ul style="list-style-type: none"> ◆ Lesson objectives ◆ Knowledge, values, concepts, facts ◆ Objective rather than activity ◆ Rationale for objectives ◆ Appropriateness ◆ Modifications or adjustments | <p>Learning Page and Reflection Summary 1, 2 A2: Articulating clear learning objectives for the lesson that are appropriate to the students</p> |
| <ul style="list-style-type: none"> ◆ Hierarchy of discipline ◆ Prerequisite learning ◆ Sequence across lessons ◆ Fit within broader scope ◆ Connections ◆ Relationships | <p>Preobservation Interview 2, 3, 4 A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</p> |
| <ul style="list-style-type: none"> ◆ Grouping ◆ Student involvement ◆ Preferred participation styles ◆ Rationale ◆ Appropriate to students ◆ Variety ◆ Aligned with objectives | <p>Learning Page 3, 4, 5, 6, 7 A4: Creating or selecting teaching methods, learning activities, and instructional materials (including appropriate technology) or other resources that are appropriate to the students and that are aligned with the goals of the lesson</p> |
| <ul style="list-style-type: none"> ◆ Well-designed ◆ Aligned with objectives ◆ Appropriate ◆ Systematic ◆ Demonstrate learning ◆ Variety ◆ Timing ◆ Plan for future instruction | <p>Learning Page 8 A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson</p> |

Summary:

Suggestions:

| Domain B: Creating an Environment for Student Learning | |
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| Criteria | Key Words |
| Classroom Observation B1: Creating a climate that promotes fairness | <ul style="list-style-type: none"> ◆ Access to learning for all ◆ Equally valued ◆ Self-worth ◆ Value diversity ◆ Consistency ◆ Model fairness ◆ Encourage fairness |
| Classroom Observation B2: Establishing and maintaining rapport with students | <ul style="list-style-type: none"> ◆ Concern ◆ Warmth ◆ Sincerity ◆ Humor ◆ Interest in students ◆ Listening ◆ Eye contact ◆ Smiling ◆ Proximity to student ◆ Focused comments ◆ Student's reactions |
| Classroom Observation B3: Communicating challenging learning expectations to each student | <ul style="list-style-type: none"> ◆ All students can learn ◆ Meaningful achievement ◆ Confidence in students ◆ High standards ◆ Standards within reach |
| Classroom Observation; Class Summary 9, 10 B4: Establishing and maintaining consistent standards of classroom behavior | <ul style="list-style-type: none"> ◆ Appropriate and clear standards of behavior ◆ Consistency ◆ Clear consequences ◆ Demonstrate positive behavior ◆ Sense of respect ◆ Response to serious behavior problems ◆ Rationale for standards |
| Classroom Observation; Class Summary 8 B5: Making the physical environment as safe and conducive to learning as possible | <ul style="list-style-type: none"> ◆ Class arrangement ◆ Degree of teacher control of space ◆ Safety ◆ Access to instruction ◆ Facilitates learning ◆ Lesson adjustments ◆ Displays of student work ◆ Attractiveness ◆ Overall appeal |

Summary:

Suggestions:

| Domain C: Teaching for Student Learning | |
|---|---|
| Key Words | Criteria |
| <ul style="list-style-type: none"> ◆ Explicit explanation of objectives ◆ Infer objectives at end of lesson ◆ Clear procedures ◆ Students understand how they are to participate ◆ Communication | Classroom Observation C1: Making learning objectives and instructional procedures clear to students |
| <ul style="list-style-type: none"> ◆ Content organization ◆ Connections to past and future learning ◆ Meaningful engagement ◆ Genuine processing of content ◆ Variety ◆ Clear and accurate ◆ Interrelated ideas ◆ Logical sequence | Classroom Observation C2: Making content comprehensible to students |
| <ul style="list-style-type: none"> ◆ Encourage students to have confidence in own ability ◆ Beyond facts ◆ Predict ◆ Create ◆ Open-ended ◆ Adequate time to think ◆ Problem solving ◆ Giving opinions ◆ Alternate explanations | Classroom Observation C3: Encouraging students to extend their thinking |
| <ul style="list-style-type: none"> ◆ Checking work ◆ Asking questions ◆ Verbal or nonverbal cues from students ◆ Feedback ◆ Redirection ◆ Other feedback sources ◆ Adjust activities or instruction ◆ Teachable moments | Classroom Observation C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting activities as the situation demands (including appropriate technology). |
| <ul style="list-style-type: none"> ◆ Time on content teaching ◆ Time on routines and procedures ◆ Pacing of lesson ◆ Digressions ◆ Interruptions | Classroom Observation C5: Using instructional time effectively |

Summary:

Suggestions:

| Domain D: Teacher Professionalism | |
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| Key words | Criteria |
| <ul style="list-style-type: none"> ◆ Judgments about objectives being met ◆ Group and individual achievement ◆ Support judgments ◆ Explain deviations from plan ◆ Analyze successes and areas needing improvement ◆ Using results to plan and to improve | Reflection Summary 1-6 D1: Reflecting on the extent to which the learning goals were met |
| <ul style="list-style-type: none"> ◆ Attribute successes and failures to factors within classroom ◆ Every student accomplishes ◆ Challenge own creativity ◆ Search for better techniques ◆ Persist in search for alternatives ◆ Possible actions | Reflection Summary 8 D2: Demonstrating a sense of efficacy |
| <ul style="list-style-type: none"> ◆ Seek help from other professionals ◆ Coordinates, schedules resources for group/individual ◆ Integrates lessons or units ◆ Coordinates with specialists ◆ Collaborates, team teaches | Class Summary 11, 12 D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students |
| <ul style="list-style-type: none"> ◆ Variety of contacts ◆ Successes as well as problems ◆ Non-threatening ◆ Respectful of culture | Class Summary 7 D4: Communicating with parents or guardians about student learning |

Summary:

Suggestions:

Observer's Signature

Date

