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| ***Concordia University******Formative Assessment – Site Visit Observation*****Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_ Grade/Topic: \_\_\_\_\_\_\_\_****Observation #: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Observed or evident by implication** | **Observed or evident with ideas for growth** | **Not observed or evident: CRITICAL omission** | **No opportunity to observe; not applicable to situation** |
| ***The Learner and Learning*** |
| *Standard 1* **Learner Development (Student Needs)** |  |  |  |  |
| 1 Connects lessons to students’ interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students |  |  |  |  |
| 2 Collects data about student development and effectively uses the data to adjust teaching  |  |  |  |  |
| *Standard 2* **Learner Differences (Differentiation)** |  |  |  |  |
| 3 Implements multiple developmentally appropriate and challenging learning experiences |  |  |  |  |
| 4 Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content |  |  |  |  |
| *Standard 3* **Learning Environment (Classroom Management)** |  |  |  |  |
| 5 Communicates, models, and positively reinforces clear task and behavioral expectations |  |  |  |  |
| 6 Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.) |  |  |  |  |
| 7 Uses strategies for transitions that minimize problems and maximize instructional time |  |  |  |  |
| 8 Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment |  |  |  |  |
| ***Comments on the Learner and Learning*** |
| **Content Knowledge** |
| *Standard 4* **Content Knowledge (Accuracy)** |  |  |  |  |
| 9 Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding |  |  |  |  |
| 10 Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately |  |  |  |  |
| *Standard 5* **Application of Content (Critical Thinking)**  |  |  |  |  |
| 11 Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields) |  |  |  |  |
| 12 Uses questioning and activities to engage students to conjecture and discover key ideas |  |  |  |  |
| *Standard 5*  **Application of Content (Communication)** |  |  |  |  |
| 13 Engages students in applying content knowledge and literacy skills to real world contexts |  |  |  |  |
| 14 Creates content appropriate learning opportunities to develop students’ communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships |  |  |  |  |
| 15 Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts |  |  |  |  |
| ***Comments on Content Knowledge*** |
| **Instructional Practice** |
| *Standard 6*  **Assessment (Classroom Assessment)** |  |  |  |  |
| 16 Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson |  |  |  |  |
| 17 Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary |  |  |  |  |
| *Standard 6*  **Assessment (Impact on Student Learning)** |  |  |  |  |
| 18 Provides students clear criteria and performance standards by which their work will be evaluated |  |  |  |  |
| 19 Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.) |  |  |  |  |
| 20 Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons) |  |  |  |  |
| *Standard 7*  **Planning for Instruction (Written Lesson Plans)** |  |  |  |  |
| 21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons |  |  |  |  |
| 22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson |  |  |  |  |
| 23 Prepares necessary resources and materials  |  |  |  |  |
| 24 Modifies/adapts lesson plans based on student performance data and student needs |  |  |  |  |
| *Standard 8* **Instructional Strategies (Technology)** |  |  |  |  |
| 25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world |  |  |  |  |
| 26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information |  |  |  |  |
| *Standard 8* **Instructional Strategies (Evidence-Based Strategies)** |  |  |  |  |
| 27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives |  |  |  |  |
| 28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience) |  |  |  |  |
| 29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses |  |  |  |  |
| *Standard 8* **Instructional Strategies (Engagement)** |  |  |  |  |
| 30 Provides content rich tasks that are purposeful and ensure student involvement |  |  |  |  |
| 31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.) |  |  |  |  |
| ***Comments on Instructional Practice*** |
| **Professional Responsibility** |
| *Standard 9* **Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)** |  |  |  |  |
| 32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement |  |  |  |  |
| *Standard 10* **Leadership and Collaboration (Professional Demeanor - Disposition)** |  |  |  |  |
| 33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice |  |  |  |  |
| 34 Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities) |  |  |  |  |
| 35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices |  |  |  |  |
| *Standard 10* **Leadership and Collaboration (Professional Communication - Dispositions)** |  |  |  |  |
| 36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing |  |  |  |  |
| 37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience |  |  |  |  |
| ***Comments on Professional Responsibility*** |

**Guiding questions to reflect on post observation:**

* What was the strongest part of your lesson? Explain.
* What would you change in your lesson? Why?
* How do you know your students learned? What evidence do you have?
* How do you plan to use what you learned about your students today to plan for the next lesson?

**Goal(s):** *List 1-3 standard areas from above for candidate to focus prior to your next observation*

**TC Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CT / US Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**