WWU Elementary Education: Lesson Observation Form (Option B)

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| Date/Time: | Teacher Candidate: | Field Supervisor: |
| Cooperating Teacher: | Length of Observation: | Lesson Topic: |
| Subject/Grade Level: | Observation completed by: \_\_\_\_\_ Field Supervisor \_\_\_\_\_ Cooperating Teacher |

During the student teaching internship, interns shall demonstrate increased knowledge, understanding, and application of the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The WWU Student Teaching Rubrics provide a continuum of observable behaviors that an observer can document. As you observe the intern for a full lesson or just a smaller segment of time, record both teacher intern and learner actions. Learner actions provide a lens through which to observe the impact of the intern’s decisions and actions on learners. After your observation, we encourage you to have a coaching conference with your student teaching intern, focusing on the evidence from your observation.

\*\* Most observations should focus on just 1-2 standards to provide focus for you and the student teaching intern. After you identify the focus standards, *consider the guiding questions in the standard(s) on the next page and the Stoplight Model for your post-lesson coaching conference):*

**WWU Elementary Education InTASC Standards**

**(Please check the box next to the standards observed and discussed)**

[ ]  **Standard 1.** Learner Development [ ]  **Standard 2.** Learning Differences [ ]  **Standard 3.** Learning Environments

[ ]  **Standard 4.** Content Knowledge [ ]  **Standard 5.** Application of Content [ ]  **Standard 6.** Assessment

[ ]  **Standard 7.** Planning for Instruction [ ]  **Standard 8.** Instructional Strategies [ ]  **Standard 9.** Prof. Learning and Ethical Practice

[ ]  **Standard 10.** Leadership and Collaboration

***Observation Notes:***

***Evidence of Student Learning:***

***Effective Practices*** *(The student teacher and observer can complete this section together during the post-conference):*

*Supports for students’ learning and effective teaching strategies*

***Growth areas and Next Steps*** *to support student learning (Include specific suggestions, support strategies, and timeline for completion):*

*Next steps for student learning:*

*Next Steps for you:*

**WWU Elementary Education InTASC Standards**

**(Please check the box next to the standards targeted for the teaching intern’s next steps)**

[ ]  **Standard 1.** Learner Development [ ]  **Standard 2.** Learning Differences [ ]  **Standard 3.** Learning Environments

[ ]  **Standard 4.** Content Knowledge [ ]  **Standard 5.** Application of Content [ ]  **Standard 6.** Assessment

[ ]  **Standard 7.** Planning for Instruction [ ]  **Standard 8.** Instructional Strategies [ ]  **Standard 9.** Prof. Learning and Ethical Practice

[ ]  **Standard 10.** Leadership and Collaboration

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| **For the Cooperating Teacher and Field Supervisor:** \*\* Most observations should focus on just 1-2 standards | **Observation Notes**(Use with the “Stoplight Model for Observation” to support your mentoring conversation) |
| **Standard #1: Learner Development.** ***How and to what extent does the intern…*** * implement developmentally appropriate instruction that accounts for learner’s strengths, interests, and needs?
* engage learners in activities designed to provide opportunities to practice communication and social skills?
* provide opportunities for learners to develop individual needs in each area of development (cognitive, linguistic, social, emotional, physical)?
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| **Standard #2: Learning Differences*****How and to what extent does the intern…*** * differentiate instruction for learners needing extra support or challenge and implement interventions, modifications, and accommodations for learners with IEPs, 504 plans, and other disabilities and language learning needs?
* demonstrate knowledge of and respect for learners’ personal, family, and community experiences and cultural norms and incorporate these diverse perspectives into learning experiences and interactions?
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| **Standard #3: Learning Environments*****How and to what extent does the intern…*** * maximize instructional time through effective transitions and routines establish/uphold clear expectations?
* collaborate with learners to develop classroom norms that foster a positive, inclusive, and inquiry-based classroom culture?
* model supportive listening and respectful communication and promote/guide positive peer interaction?
* coordinate and allocate space, resources, and materials in ways that minimize loss of instructional time and ensures safety, accessibility, and cultural responsiveness?
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| **Standard #4: Content Knowledge*****How and to what extent does the intern:**** accurately and effectively communicate concepts, processes, and knowledge in the disciplines?
* anticipate common (mis)understandings and address them independently through consultation with resources and/or colleagues?
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| **Standard #5: Applications of Content*****How and to what extent does the intern…*** * help learners explore relationships across disciplines through integration of differing content areas in lessons?
* explore complex problems with real-world connections related to the content areas?
* pose open-ended questions to elicit critical thinking and encourage students to use multiple strategies to explain their thinking?
* guide learners to gather, organize, and evaluation information and ideas from varied resources and perspectives?
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| **Standard 6: Assessment*****How and to what extent does the intern…*** * use and adapt multiple assessments aligned to learning targets and implement required assessment accommodations?
* document, analyze, and interpret assessment data to identify learning trends and use to differentiate learning experiences?
* engage learners in understanding and identifying quality work and provide opportunities for learner self-reflection, self-assessment, and revision?
* provide learners with specific, criteria-based feedback focused on strengths or next steps?
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| **Standard 7: Planning for Instruction*****How and to what extent does the intern…*** * develop measurable learning targets from curriculum materials and content standards?
* plan tasks, materials and assessments aligned to learning goals?
* plan a variety of logically sequenced learning experiences with effective pacing?
* plan for instruction based on general formative and summative assessment data?
* collaborate with CT on daily, unit, and long-range planning?
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| **Standard #8: Instructional Strategies*****How and to what extent does the intern…*** * vary roles between instructor, facilitator, guide, and audience and offer student choice for content/topic when appropriate?
* use varied interactive media and tech to support student learning and guide learners to use tech appropriately, safely, and effectively?
* offer a variety of anchor charts, graphic organizers, and models as scaffolds linked to explicit learning objectives, content standards, academic language, and learner needs?
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| **InTASC Standards 9-10 are not approached during teaching, but can/should be approached throughout the internship quarters.**  |
| **Standard #9: Professional Learning and Ethical Practice.*****How and to what extent does the intern…*** * reflect on student learning and instructional practice to identify ways to improve teaching?
* engage actively in provided professional learning opportunities?
* week, accept, reflect, and act upon feedback from colleagues to improve teaching effectiveness?
* meet professional expectations for conduct; support local/state curricula, policies, and initiatives; follow and ask questions about laws and ethical codes of conduct?
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| **Standard #10: Leadership and Collaboration*****How and to what extent does the intern…*** * participate on instructional teams and take on leadership roles as offered?
* use advice/support from colleagues and participate in efforts around school-wide vision and supportive culture?
* communicates consistently and in cultural relevant ways with families to support learner growth and elicit information about learners and their experiences?
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Post-observation conference notes and next steps:

