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)**

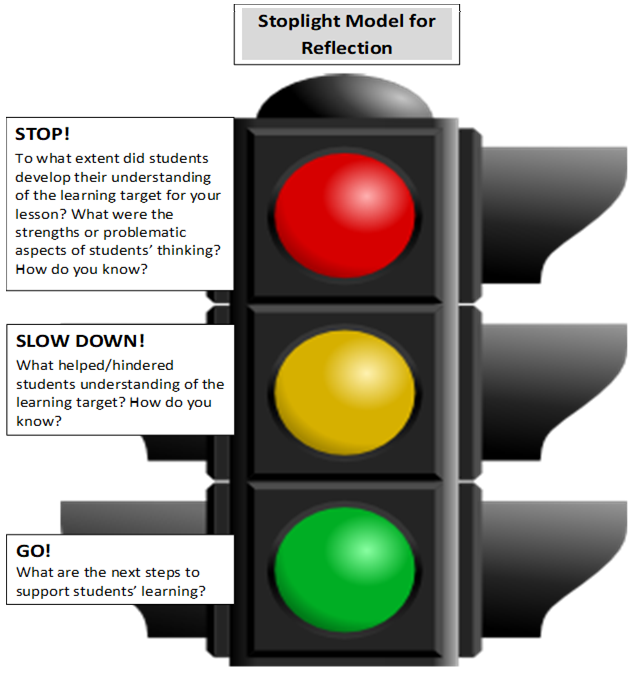
**Standard 1.** Learner Development  **Standard 2.** Learning Differences  **Standard 3.** Learning Environments

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**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)? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |
| **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? |  |



Post-observation conference notes and next steps:

