**WWU Elementary Education: Lesson Observation Form**

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

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| **Lesson Plan Criteria:**  | **Observation Notes re: Lesson Plan** |
| >Standards, Learning Targets> Content & Academic Language> Accommodate student needs (Language, IEP, 504, etc.) & differentiated instruction> Daily and long-range lessons congruency> Measurable outcomes aligned to standards |  |
| **Criteria for Instruction:**  | **Criteria for Classroom Environment:** |
| > Materials prepared and organized> Connects to prior lessons & knowledge> Learning Targets communicated & connected> Criteria for student success> Student engagement> Equitable opportunities to participate> Questioning strategies & wait time> Clear & concise directions / CFU> Gradual Release Model (I do, we do, you do)> Integration of technology (visual, oral)> Monitoring & adjusting throughout lesson based on student progress> Closure aligned to learning targets> Academic language> Communicates/demonstrates enthusiasm | > Rapport with students > Time management - transitions, pacing> Behavior Management - Communicates expectations, follows through, consistency, fairness, provides specific praise > Promotes & provides modeling for a mutually respectful environment |
| **Observation Notes:** |
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| **Considerations:** |

**Elementary Education InTASC Standards Guiding Questions**

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| **Standard #1: Learner Development.** ***How and to what extent do I…*** * implement developmentally appropriate instruction that accounts for learner’s strengths, interests, and needs?
* account for individual differences in students’ prior knowledge and readiness for learning?
 | **Standard 6: Assessment*****How and to what extent do I…*** * use multiple assessments that align with the learning targets?
* provide effective feedback to learners that aids in the improvement of the quality of their work
* document, analyze, and interpret student assessment data gathered using multiple methods to identify student learning needs?
* engage learners in understanding and identifying quality work (models, examples, etc.) and provide opportunities for reflection and self-assessment?
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| **Standard #2: Learning Differences*****How and to what extent do I…*** * demonstrate a knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance?
* exhibit respect and high expectations for each learner, communicates with diverse learners in a fair and respectful manner, and consistently provides equitable opportunities to meet the diverse needs of learners?
 | **Standard 7: Planning for Instruction*****How and to what extent do I…*** * plan a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs?
* use pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning?
* use information gained from assessment findings to customize instructional plans to meet students’ needs
* plan with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning?
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| **Standard #3: Learning Environments*****How and to what extent do I…*** * model safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language?
* develop and/or support a learning environment that is consistently engaging for most students?
* monitor and respond to student behavior effectively?
* use interactive technologies as a resource to support student learning appropriately, safely, and effectively?
 | **Standard #8: Instructional Strategies*****How and to what extent do I…*** * vary roles between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners?
* use technology effectively to enhance instruction?
* vary instruction for individuals or small groups to create learning experiences that are well matched to student needs?
* listen and respectfully articulate thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction?
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| **Standard #4: Content Knowledge*****How and to what extent do I:**** employ instructional practices that indicate an understanding of content knowledge and learning progressions?
* design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences?
* apply appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content?
 | **(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 do I…*** * accept and reflect upon feedback from to evaluate and improve teaching effectiveness?
* reflect on the lesson and accurately assesses the effectiveness of instructional activities used and identify specific ways in which a lesson might be improved?
* act in accordance with ethical codes of conduct and professional standards and comply with laws and policies related to learners’ rights and teachers’ responsibilities?
* participate in activities related to professional inquiry, and volunteer to participate in school events and school district and community projects?
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| **Standard #5: Applications of Content*****How and to what extent do I…*** * design instruction related to the students’ real-life experiences and relevant core content?
* design activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections?
* use content resources, including digital and interactive technologies?
* engage students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content?
 | **Standard #10: Leadership and Collaboration*****How and to what extent do I…*** * develop supportive and collaborative relationships with colleagues that improve student performance?
* collaborate to make information about instructional programs available, and communications are appropriate to families’ cultural norms
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