**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? |
| **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? |
| **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? |
| **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? |
| **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 |